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ABSTRACT

To aid high school classroom teachers as they develop and implement programs on global issues, the guide outlines basic elements of an ideal global education program. Major themes are: valuing diversity; understanding the world as an interdependent system; developing effective working relationships with others; and understanding prevailing world conditions, the process of change, and emerging trends. For each theme, information is presented on background, goals, implications for global education, implications for school improvement, and learning activities. Specific objectives include developing skills to identify and understand various beliefs, values, and cultures, knowing that differences in people's values are often due to history and geography, identifying how individual activities affect the earth, understanding that actions often lead to unanticipated consequences, acquiring and using information about world issues, increasing understanding of self, and recognizing the humanness of all people. Suggested activities involve students in class discussion, reading and writing assignments, listing cultural differences among various age groups and cultures, brainstorming, listing cultural preferences, and arranging for class visitors. Activities involve teachers in cooperative lesson planning with other staff members, analyzing student behavior, visiting student homes, reporting on current international issues, and reordering the classroom environment to increase effectiveness with students. (DB)

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A Guide to Four Essential Themes

This Guide was written by Jon Rye Kinghorn with the assistance of the North Central TASK FORCE and special assistance from Karl Clauset and Charles L. Willis.

A Parable

Once upon a time there was a class,
and they were incensed.
Look what man had done--
depleted the fossil fuels,
fouled the rivers,
destroyed the soil
Was that not the worst man could do?
And the teacher said, "No,
once there was a student in the school
who remained absolutely unnoticed and
alone,
and everyone failed to act."

Jon Rye Kinghorn

A program of Commission on Schools, North Central Association and The Charles F. Kettering Foundation.

School Improvement Through Global
Education

SO 011 718

The Charles F. Kettering Foundation is a nonprofit, research-oriented foundation established in 1927. Its scope includes elementary and secondary education, urban affairs, science, and international affairs. The foundation undertakes research on a wide range of issues through program staff specialists and contracts to outside agencies. Many of the international affairs projects are carried out in cooperation with other institutions.

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To K. Forbis Jordan for his faith and vision.

The North Central Association of Colleges and Schools is a voluntary cooperative of schools, colleges, and universities dedicated to improving education through accreditation and evaluation procedures. It is one of six regional associations that serve educational institutions in the United States and is the largest of the six, encompassing within its service area nineteen states spanning the nation's mid-region from West Virginia to Wyoming, Arizona to Minnesota.

Foreword

We wish to express our appreciation to the Kettering Foundation for its assistance to the North Central Association as co-sponsor of this Global Education project. This is but the latest chapter in the foundation's long and admirable history of fostering significant school improvement activities.

On behalf of the many students whose educational programs will be enriched by the addition of a global perspective, the Commission extends its gratitude to all of the educators who have brought the project forward to a format available to interested schools.

It is our hope that these initial efforts will gain momentum as they become known to an ever-widening circle of teachers and administrators. What hangs in the balance is no less a matter than the survival of humaneness and humanity.

John W. Vaughn
Executive Secretary
North Central Association of Colleges and Schools
Commission on Schools

"THE MOVING FINGER WRITES AND HAVING
WRIT MOVES ON;
NOR ALL YOUR PIETY OR WIT SHALL CALL IT BACK
TO CANCEL HALF A LINE;
NOR ALL YOUR TEARS WASH OUT A WORD OF IT."

Omar the Tentmaker

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Introduction

When the Apollo astronauts took photographs of "earthrise" from the moon, we gained a whole new perspective of ourselves. For the first time, we saw our fragile blue planet, jewellike in the black infinity of space, and the realization came. How alone we are in the vastness! We truly are, as Archibald MacLeish has named us, "riders on the earth together."

This new global awareness forces us all to confront our common needs and problems. As travelers together on "spaceship Earth," we must plan for the future of our planet—and work to solve the problems of the present. The task requires skill, sensitivity, innovation, and understanding. The need for global education has never been greater.

Our global problems are many and familiar: conservation of natural resources, establishment of a just and equitable world economic order, distribution of food, treatment of disease, containment of military power, development of energy sources—the list could be extended. As the number and complexity of global issues continues to mount, the search for solutions becomes more urgent.

As there are many problems of increasing complexity, there are many varying possible solutions and paths to those solutions. Working in these directions will require group decision-making and action at all levels: local, state, national, and international. One thing is certain—we cannot afford to respond in ways that are sporadic or unplanned.

Growing awareness of global interdependence has already prompted many people to seek a better understanding of worldwide problems and their causes. These efforts vary in their effectiveness.

Each year, many people in the wealthier countries of the world give money to help those living in less developed nations. It is a simple, straightforward approach presumed to do good. Unfortunately, this dollar-bill type solution to problems may not contribute much to long-range relief and certainly contributes even less to better understanding of extremely complex global issues.

Some people turn to a program of academic study for insight into global problems. Such in-depth study is an alternative which may help individuals to gain a better understanding of the world community. Constraints such as time and money, however, make this a reasonable option for relatively few people.

Many people have had opportunities to travel, or even to live abroad. While some may actually have their prejudices reinforced by time spent in other cultures, for most, overseas travel is an eye-opening and mind-expanding positive experience. The Peace Corps, now over fifteen years old, has provided many Americans with firsthand experiences living in developing nations. Returning Peace Corps workers bring a deeper comprehension of international problems and issues back to the United States and share these understandings with their friends, relatives, and neighbors in the communities in which they settle.

Active reading of current international news and participation in world affairs study groups and exchange programs are excellent alternatives for becoming better informed about global issues. Most communities have service organizations which sponsor a variety of exciting programs geared to helping citizens to become more aware of international relationships. Many Americans contact people living in other countries through business, travel, personal friends, or relatives living outside the United States. Programs such as Sister Cities and Partners of the Americas involve American communities in exchange programs with communities of similar size in other countries.

Global problems are extremely complex and defy any single solution. The answers which we "know" to be obvious and logical often cannot be implemented because of the history, traditions, and customs of other people. Only through sincere efforts to think openly can we gain the understanding and commitment necessary to pursue positive approaches to global problems.

We welcome you to the search for alternative solutions to global issues. This program is designed to help you and your school begin to make a response to the need for both global education and school improvement.

Consensus and diversity—these two concepts, seemingly contradictory yet complementary, acknowledge the individuality of each school, each administrator, each teacher, and each student. Through consensus, you can focus on specific areas of concern and agree on goal statements which fit your needs. Through all the glorious diversity of which human beings are capable, you can develop activities and directions which bring you ever closer to those goals.

Implementation of the School Improvement through Global Education program is suggested by three basic documents. The booklet *Consensus and Diversity* outlines a process for total staff orientation to the project. The booklet *A Guide to Four Essential Themes* may be thought of as a curriculum guide. A third booklet, *Implementation Guide,* suggests processes for implementing the total program.

On the following pages, the need for this program is explained, its urgency and timeliness are stressed, and the procedures carefully plotted. The direction is provided, but if the program is to succeed, it needs *you*—your experience, knowledge, understanding, and commitment. The contributions you can make will help to build an improved school situation and an increasingly mature global perspective for you, for your colleagues, and for your students.

Purpose of the Theme Guide

Welcome. You have opened this book, presumably, because you have reached Process Objective 12 or so in the School Improvement through Global Education program *Implementation Guide* and you feel you can use more input. Good. That is what you will find here.

If, on the other hand, you have opened this book looking for lesson plans or units of study which you can use to improve your teaching, you may be disappointed. It is true that we have packed a great deal of thought and information into the following pages. But the words will mean little to you unless you have actively participated in the first two categories of Process Objectives and are using this book as a reference for outlining your personal response to Process Objectives 11, 12, 13, and 14.

This is the Curriculum Component of the program. It is a study of specific responses to global education. Use it as a guide as you work through the four Process Objectives. It is not intended to be all-inclusive, but does contain the results of extensive thought by a large number of classroom teachers and students of international affairs.

We need to define three terms before we go on to the work you are doing: theme, goal, and response.

Theme

There are four basic themes in the School Improvement through Global Education program. They are:

1. Valuing diversity;
2. Understanding the world as an interdependent system;
3. Developing effective working relationships with others;
4. Understanding prevailing world conditions, the process of change, and emerging trends.

These themes underscore four important concepts which form the foundation of a global perspective. As you work through each Process Objective, you will find one or two of these themes seem to be more appropriate in your case because of the subjects you teach, your instructional style, the school culture, your interests, and for other reasons. That's fine. Respond as you see fit. We encourage you to consider how each theme meets your students' needs, but we recognize that you may elect to concentrate on one area first. We are also confident that you will incorporate all four themes into your response during the coming years as you learn to apply your own global perspective to teaching on a daily basis.

Goal

Themes are somewhat general; goals are more specific.

In this *Theme Guide,* we have suggested a number of goals for each theme. Open your *Theme Guide* to the page where goals are listed for Valuing Diversity (Page 9). Pick one that seems appropriate in your school. Open your *Implementation Guide* to the page where you are preparing your response to Process Objective 11 The goals are statements of behavior you can shoot for. They can make your planning work.

Responses

Goals are statements of what we want to happen. Responses are ways we can contribute to development of desired behavior. Responses direct our activities so we can develop the attitudes, skills, and knowledge we have agreed will supply the global perspective we want our students to have. Responses are not lesson plans; they are planning ideas, ways you might approach achieving a goal.

Use this book to plan your response to Process Objectives 11, 12, 13, and 14. Come back to this book regularly. Incorporate more and more responses, goals, and themes into your daily classroom activities. Increase your commitment and the quantity of your response. You will soon appreciate how your personal life is being enriched by the evolution of a true global perspective. And that will be reflected in the quality of your teaching.

In developing strategies for moving from increased understanding to action in light of self-proclaimed values, one comes to realize that understanding must be global, but action is most often local. What one does locally makes a difference globally.

This Program Has Two Thrusts

The title of this program, School Improvement through Global Education, tells the story. Each of the goals in this book has implications both for global education and for school improvement.

Preparing students to deal in later years with people who hold diverse values is a basic theme of the program. But students in your class today may hold diverse values, although their race and cultural backgrounds are similar. Even among teachers' groups, diverse values can add strength to inservice programs and informal idea exchanges.

Talking about problems in faraway lands is easy, but it keeps one's understandings abstract and unreal. Exploring how global problems affect our thinking and talking about our everyday lives and (things that happen/decisions that are made) in our own community is much harder. Viewing problems from a local perspective helps us to reach understandings that are real, concrete, and immediate to us. If problems seem real to us, we are more likely to feel interested in doing something to make the situation better.

Following each goal is a discussion of implications from both a global education and a school improvement point of view. The suggested responses are also separated accordingly. Tangible, positive results will evolve as you implement both aspects of each goal.

The format is designed to help you plan your personal response. Other resource materials may suggest goals or responses not mentioned here but especially appropriate for your situation. In that case, create your own additions to this guide. Eventually we want you to make as many individual responses as you can—ours and your own. But start with the ones you can make the quickest and the most effectively in your unique situation.

Why We Have Prepared This Book

Teachers want to know how they can make their classroom content more useful to students. The four basic themes of the program give teachers a framework to communicate to students. The themes help answer the question: "What is the value of the information I am learning?" The themes offer a point of reference to show students how classroom content relates to the real world.

By relating classroom content to the basic themes, the teacher can help students see how they can use the material in their lives. It offers a new, exciting, and useful perspective.

Teachers will not make use of global education materials in every unit of study, every day. They make only the responses they feel are appropriate. The teacher who fully utilizes this program will make professional judgments about how classroom content relates to an accurate global perspective. In this way, teachers will determine ways in which classroom content can be increasingly valuable to students. In addition, teachers can use their own heightened global awareness to ensure that their lessons do not conflict with the principles outlined in the program.

Using the Theme Guide

The *Theme Guide* is designed to be used in conjunction with the *Implementation Guide*. The following paragraphs illustrate how you would use the *Theme Guide* to work on Process Objective 11.

Please open this booklet to page 14.and your *Implementation Guide* to Process Objective II.

First, read the Process Objective 11 and the rationale for including it in the program. (You may have already studied this and added some of your own ideas in the space provided.)

Next, read the statement about "Valuing Diversity" that appears on page 14 of this *Theme Guide*. It is an expansion of the rationale you just read in the *Implementation Guide*.

CHOOSING GOALS

Now, study the goals listed for the theme, "Valuing Diversity." You may wish to add some goals of your own—go right ahead and write them in.

If you are planning to work on this Process Objective (11—Valuing Diversity), your first task is to select one or more of these goals to work on either by yourself or with other teachers. After selecting the one that seems like the best starting place for you, turn to the pages devoted to a more complete discussion of ways in which you might work toward your chosen goal.

Write the goal you have chosen in your *Implementation Guide* under the column, *Some Indicators*.

CHOOSING YOUR OWN INDICATORS

The next step is to decide on the indicators for your own school, or, perhaps, for your own classroom. How will you know when your goal has been attained? What skills, attitudes, and knowledge will your students possess? What will the school program look like, or your department, or the way the school is organized? What activities would *ideally* be going on in your classroom and school if this goal were achieved? Once you've made your decisions, list the indicators under the column, *Indicators in My School Will Be*. You'll probably find it useful to separate your indicators into two groups: Global Education and School Improvement. This will help you when you begin Stage IV, *Planning for Change*.

ANALYZING

Now you are ready for Stage III: *Analysis: The Real Versus the Ideal*. The process is the same as the one you've used for other Process Objectives. Compare the real with the ideal. Examine your classroom and school for gaps or inconsistencies. Some of your indicators, or outcomes, may already be present; some partially being met; others not at all. Summarize your results in Section III, *Discrepancies between Desired Indicators and Present Situation*.

PLANNING FOR CHANGE

How are you going to respond to the results of your analysis? How are you going to plan for change? Section IV in the *Implementation Guide* offers some suggestions. But your *Theme Guide* offers many more. That's what the suggested responses are for—to help you plan a program to achieve your goal. Study the suggested responses for global education and for school improvements that are listed under the goal you've chosen. Use all, or select some, or modify, or invent your own. *You* make the decisions. *You* decide what actions to take. List your choices under the column headed *Essential Changes for Our School*. Again, you will probably want to group these into two categories: Changes for Global Education and Changes for School

Improvement. In addition, you may find it useful to include a rough timetable indicating when you plan to implement these changes.

As with the other Process Objectives, as you begin to implement your program, you need to be continuously monitoring and evaluating what is happening. Section V in the *Implementation Guide* provides a way of keeping track of what you do, when you do it, and the results you obtain.

Because of the complexity of each of the four themes, and even the complexity of each goal, you can return again and again to try out new ideas both for global education and for school improvement.

It's really a spiral process. What you accomplish today becomes the basis for what you do tomorrow or next week or next year. There is always more to be done to enhance a person's global perspective or to improve a school.

Four Essential Themes and Their Related Goals

Valuing Diversity

- Developing the skills to identify and understand beliefs, values, cultures which are different from one's own Page 16
- Understanding the cultures within one's classroom Page 18
- Understanding what individuals and cultures have in common Page 20
- Recognizing that people who live in different situations, practice different roles, have access to different resources, may have different perspectives Page 22
- Knowing that differences in people's values are often due to the results of history or geography Page 24
- Understanding how different values and beliefs can lead to different perspectives Page 26
- Becoming aware that to know alternative viewpoints is to expand one's repertoire of choices Page 28

Understanding the World as an Interdependent System

- Understanding what a system is and how it operates Page 40
- Experiencing the insight that can be gained when one views the world as being composed of several distinct, but interrelated systems—i.e., economic, political, cultural, and ecological Page 42
- Understanding that many types of organizations are directly involved in global issues such as the private sector, churches, multinational corporations, national governments, and subnational groups such as cities and states Page 44
- Realizing that individuals, groups, and countries set examples that others may follow Page 46
- Identifying the international involvement of one's own community and state Page 48
- Understanding the many ways the United States and other nations of the world are linked interdependently Page 50
- Understanding that different lifestyles have different impacts on the earth Page 52
- Identifying the ways in which one's own activities affect the earth Page 54
- Understanding that personal and collective decisions made by Americans have consequences for people elsewhere in the world Page 56
- Understanding that actions often lead to unanticipated consequences that ramify over time Page 58
- Realization of the possible consequences for oneself and others who have different world views on issues when important global issues are at stake Page 60

Developing Effective Working Relationships with Others

- Increasing understanding of self Page 70
- Recognizing the humanness of all people Page 72
- Identifying how one's own needs, behaviors, and concerns are common to humanity Page 74
- Valuing working collectively to solve complex problems Page 76
- Spending sufficient time to identify the problem Page 78
- Withholding judgments until gaining enough evidence to make a judgment Page 80

- Learning to intellectually and emotionally tolerate ambiguities Page 82
- Identifying and understanding the forces that can enhance or inhibit effective group work Page 84
- Applying the appropriate skill to help a group improve its working relationships and its effectiveness Page 86
- Developing an ability to engage in cross-societal and cross-cultural communications about world problems Page 88
- Being able to work effectively in groups Page 90

Understanding Prevailing World Conditions, the Process of Change, and Emerging Trends

- Planning and implementing change strategies Page 102
- Having a positive attitude toward change and dealing with change Page 104
- Understanding that different people with different values may have different attitudes about change 106
- Identifying and understanding the kinds of forces that can cause social, political, economic, technological, and environmental changes Page 108
- Understanding that the decision to make changes should be made carefully and that change for the sake of change is not inherently good Page 110
- Identifying how individuals and groups can bring about change Page 112
- Understanding that change strategies need to be continuously monitored, evaluated, and revised if they are to succeed Page 114
- Acquiring and using information about world issues Page 116
- Making systematic comparisons, making and judging logical inferences, creating and testing hypotheses, categorizing, and classifying Page 118
- Analyzing the judgments and the predictions of others for underlying assumptions Page 120
- Anticipating consequences of actions as well as being willing to live with the consequences Page 122
- Identifying choices and alternative actions in managing diversity, change, conflict, and resources Page 124
- Gaining knowledge and content about prevailing world conditions Page 126

- Understanding the nature of power politics and its effects on humankind Page 128
- Perceiving that the supply of many of the world's most critical natural resources is finite Page 130
- Identifying alternative futures and emerging trends Page 132
- Developing an ability to analyze present world conditions and emerging trends for their impact on one's self and one's community Page 134
- Developing an ability to estimate the impact of present world conditions and emerging trends on other people and their reactions to these changes Page 136
- Identifying values one would like to see maximized in future world systems Page 138

Theme 1: Valuing Diversity

Each of us, by our very nature, is an individual—unique on the earth. Our uniqueness in this complex and interrelated world is vital to the development and improvement of the world's social system. Respect for our diversity must become a way of life in the school if we are to develop global citizens for the future. The responsibility begins in the school and classroom and must be constantly demonstrated. To learn to value differences in others is the responsibility of both students and teachers. Conformity should not always be prized.

In the study of other cultures, students will be surprised to find there are many areas of agreement among peoples from all over the globe. Where cultures differ from each other, it is often a matter of history, tradition, and geography. Diversity in opinion and ideas offers the world some alternatives and each culture can profit.

Teachers have long valued diversity; this is evident in their interactions with students. If we look at a football coach, we see that he respects and encourages the talents needed for each of the positions. A social studies teacher encourages diversity of ideas, questioning, and diversified approaches to finding information. Language arts teachers prize diversity and encourage it in writing, expression of ideas, and the interpretation of literature. Science teachers praise diversity. Various ways of exploring problems frequently lead to advances in science. In the home economics department, each student's uniqueness is appreciated through the study of make-up, clothing, and food preparation, and study of changing family relationships. The industrial arts teacher encourages creativity and expression of diversity through workmanship. Although in drafting there is a standard procedure, the blueprints themselves are used to convey diversity. Mathematics teachers help students learn a specific way to approach mathematics. But math skills are gained so students can operate in very diverse environments and can deal with the differences that confront them.

Diversity is prized and valued, but frequently not openly. Sometimes in the press of our daily job, we communicate that we do not value diversity, but standardization—standardization of ideas, opinions, and behavior. Students sometimes pick up this misconception because as teachers we strive to maintain an orderly classroom. A classroom atmosphere in which students grow at different rates and in different ways demands order. Staff members each will have to examine what they are doing that might sometimes communicate to students that differences of ideas and opinions are not appreciated. We want order and control in a classroom so there can be a competition of ideas and opinions and one or two will not dominate. Order and control are absolutely essential to allow for diverse ideas and opinions to surface. It is a delicate balance. Frequently, students do not understand why we have certain rules and regulations. If we communicate our thinking to them, not only are they more likely to assist us in what we want to accomplish, but they will also be understanding the importance of diversity.

Goals:

- Developing the skills to identify and understand beliefs, values, and cultures which are different from one's own Page 16
- Understanding the cultures within one's classroom Page 18
- Understanding what individuals and cultures have in common Page 20
- Recognizing that people who live in different situations, practice different roles, have access to different resources, may have different perspectives Page 22
- Knowing that differences in people's values are often due to the results of history or geography Page 24
- Understanding how different values and beliefs can lead to different perspectives Page 26
- Becoming aware that to know alternative viewpoints is to expand one's repertoire of choices Page 28

Goal: Developing the skills to identify and understand beliefs, values, and cultures which are different from one's own

Implications for Global Education

Staying open to learning about alternative beliefs is often viewed as bad or at least not desirable. A common reaction when confronted with differences is to quickly let other people know they are wrong and let them know the "truth."

Learning to listen and trying to understand others must be taught and practiced. Understanding others doesn't mean you must change. But without understanding alternative beliefs, a person might reject options out of ignorance.

Every year in every classroom there are many opportunities to work on this goal.

Suggested Ways to Respond

- What are you doing in the classroom to teach listening?
- Discuss with your students why it is desirable to know alternatives.
- Do you help students discuss the ethical issues within your subject area?
- Do you help students to clarify and justify (or support) their ethical points of view within your subject?
- Are students able to be consistent about their personal beliefs and their ethical stands on issues within the subject area?
- Are students and teacher able to describe the limits and the potential of a value position with regard to the subject?
- What attitudes must students have to want to look for alternatives? What activities can you do to foster this?
- Provoke a class discussion of "human nature." What do your students think it is? Can they agree on a definition, or is there more diversity in your classroom than agreement?
- Ask your students why it is that human beings so often seem to develop feelings of superiority to people whose cultural habits are strange to them.
- Discuss the many possible views others may have of the school, the community or nation.

Your Ideas

Implications for School Improvement

When you know and understand alternatives, you have more options to choose from. In every school there are a variety of styles and techniques. Professional growth is dependent on sharing your teaching talents with others and being willing to learning from other teachers.

Alternative ideas and teaching techniques should not be rejected until they are understood and perhaps tried. A negative attitude toward teacher inservice or new ideas does not foster growth. Growth results from learning about alternatives. Teachers have a right to make any of the hundreds of ideas, concepts, and attitudes they learn about their own. Alternatives are free, no charge, just take them and make them part of you.

Suggested Ways to Respond

- Identify four to six teaching techniques you reject or do not feel are productive. List the reasons why others feel positive about them.
- Select an area that you feel you need professional growth in and develop an inservice plan for yourself.
- List things you could do that would encourage other staff members to share more with you.
- Seek out the persons or group members in your building who are responsible for planning inservice and let them know five or six inservice needs.
- Ask some of the teachers you work with to share their values about life, teaching, and learning with you.
- Do you, as teachers, know which values you agree upon?
- When you see a behavior in another teacher or in yourself, do you recognize how it relates to a value held?

Your Ideas

Goal: Understanding the cultures within one's classroom

Implications for Global Education

Frequently, students in high school do not know or understand the students around them. Many students move in cliques. They know students who have similar desires, hopes, aspirations, and standards, but rarely understand students who seem to be different from themselves. Often a student spends a year in a classroom and at the end of the year knows only the names of the other students without knowing anything else about them or having any appreciation of them as individuals.

Before students begin to understand individuals of different cultures, who have a very different view of the world than themselves, perhaps they need to understand the students within their own environment. It is probably not reasonable to expect students to have effective working relationships with individuals of a totally different culture if they have not first learned to develop effective working relationships with students in their immediate school and community.

Suggested Ways to Respond

- How would you justify taking class time for students to talk with each other?
- List ten to twenty techniques or activities to stimulate in-class sharing. Talk with other teachers and get their ideas.
- Discuss with students why it is important to understand other cultures. Don't *tell* them—*ask* them; listen to their ideas and ask more questions to draw out more of their thoughts and involve more students in the discussion.
- How does your content area illustrate that there are different ways of doing things?
- How do different cultures perceive and use the subject matter of your class?
- Make a bulletin board display. Illustrate the different cultural heritages of the students in your classes. Get the students to help you with this.
- How have the different cultures represented in your class contributed to the subject matter you teach? Do a little research and share what you learn with the students.
- Brainstorm with students a list of things one must do to "understand a culture."
- Brainstorm with students a list of the dominant values in your classroom. Ask students to contrast this culture with others that they know.

Your Ideas

Implications for School Improvement

Within the classroom there are many cultures. Obviously, the students know these different cultures exist, but they see the differences only on the surface. Generally, students have very little insight into why a person is different or why they have a different value system. The goal is not to have the students condemning or judging one another, but accepting each other—accepting differences. The goal is understanding without condemning. No one is asking the teacher or the students to accept behavior that they feel is inappropriate.

We are trying to get to know each other well enough to understand why we are different and why we have different values and standards. Within a classroom we have students who will be going to college, who are career oriented and concerned about the academics. In the same classroom there is perhaps a young man who sees his goal in life to be a good auto mechanic. After high school he wants to start to work in the local service station and become a mechanic through an apprentice relationship. Now, both goals are quite beautiful if we have an attitude of acceptance of others. Acceptance of others will result in increased cooperation in the classroom.

Suggested Ways to Respond

- What things could you do that would cause students to share their goals and values?
- List ways you could better understand what is important to your students.
- Reserve ten minutes to observe the students in your class interacting informally and list the values that you sense.
- Find examples of the same values being expressed in different ways.
- Do you discuss with your class the ways people with different customs do things? Can you find ways to integrate these kinds of discussions smoothly into your subject area?
- Committees and groups have cultures too. Observe the people in your committees. How are they different? Similar? What values does the group share?
- What rules or ways of operating in the classroom make different individuals exhibit the same behavior?
- Discuss the variety of language patterns used in the classroom.
- Ask your students to list behaviors, life styles, or cultures they do not understand. Try to find out why the behavior or way of acting is acceptable in one culture but not another.
- List cultural differences found between various age groups, for example, teenagers and senior citizens. What could be done to close the gap of misunderstanding?

Your Ideas

Goal: Understanding what individuals and cultures have in common

Implications for Global Education

Typically, a study of cultures will stress how people are different. It is also important to understand what all human beings and cultures have in common. We must focus on the ways in which we are alike as well as on our differences.

Focusing on the things we have in common can help to foster effective working relationships. Students can begin to see that they may have common goals with people in other cultures, but different ways of reaching the goals. Teachers and students often have common goals, but different ways to reach them. Even students in the same culture may have common goals, but different ways of achieving them.

Once students understand that their fellow classmates have a need to feel good about who they are and to be comfortable with their actions, then they may be able to understand that individuals achieve this sense of well-being differently. Helping students to gain this understanding of what they have in common and what cultures have in common is an essential part of developing global perspectives.

Suggested Ways to Respond

- What common elements of your subject matter are used by people in every culture?
- What elements of your subject matter are common to all subjects taught in your school?
- Have students identify what they have in common related to your class.
- Together with your students, list the many ways students have of reaching a common goal.
- Provoke a class discussion of why it is or is not important to understand what humankind has in common. Ask questions that will stimulate vigorous debate.
- Of what benefit do *you* think it might be to understand what humankind has in common?
- What harm, if any, would there be if this goal were not valued? Take a little time to imagine what the world would be like if no one cared enough to try to understand anyone else.
- Ask your students to discuss why this goal might be of value to them.

Your Ideas

Implications for School Improvement

The girl who will attend college next year and the girl who seeks a clerk's job in a grocery store have many things in common. They both want success, to be loved, to love others, and to be treated with respect. They want to feel good about who they are and to be accepted. They do not want to be on the spot or feel they are being judged as inferior.

If the feeling of acceptance for one another, caring for one another, and understanding one another exists in a classroom, we suggest that student learning will increase. Caring, sharing, and understanding one another will result in raising scores on standardized achievement tests. There is an academic payoff for attending to the self-concept and to effective working relationships.

Suggested Ways to Respond

- Develop a list of ten general goals and ask parents, students, teachers, and board members to select the three most important goals out of the list. How many choices are the same?
- Make a chart of what interests students have in your classroom. Make a second chart of what life goals they have. Make a third chart of what important values they have. Make a fourth chart of what all students have in common.
- Think of several teachers that you do not feel close to. Now list what you have in common. How could you share what you have in common with these teachers?
- Ask students to discuss what keeps them from respecting other students who chose vocational goals that are different from their own.
- Have students identify the needs all of their classmates have in common.
- Ask students to identify in their own life needs, behaviors, concerns, and experiences they have in common with all the other students in their school.
- Pair students who seem very different and ask each pair to make a list of all the beliefs, fears, hopes, worries, strengths, weaknesses, plans, and interests they have in common. Collect these pages and read them. Write little responses on each page—your own thoughts, reactions, questions, or ideas—and return the pages to the student pairs the next day.

Your Ideas

Goal: Recognizing that people who live in different situations, practice different roles, and have access to different resources may have different perspectives

Implications for Global Education

Any single event may be viewed in different ways. An event in the classroom will be looked upon in different ways by different students.

Global events naturally lead to differences. Students are not shocked to find that people do not agree about global issues. However, they are often surprised to find how very differently many people of the world view events, customs, values, etc., they assumed were the standard.

Teachers can help students gain a global perspective by asking such questions as:

- How might others view it?
- Why might others have a different viewpoint?
- Is the other viewpoint wrong or just different?

Suggested Ways to Respond

- How can your content be used to help students achieve this goal?
- What evidence could you cite that students have achieved this goal?
- Jot down a number of activities that you might design to illustrate the goal.
- What human resources in the community could help you achieve this goal?
- Who are the prominent contributors to your field of study? What are their nationalities, cultures, and viewpoints on world events?
- Which nations or cultures are not represented in your viewpoint or resources for your subject area?
- What viewpoints would these cultures and nationalities provide to the content area?

Your Ideas

Implications for School Improvement

It is important to remember that not all students, parents, and citizens view the school and classroom the way a teacher does. Considering the various beliefs, attitudes, values, and backgrounds of these participant groups, teachers should be prepared to deal with a diversity of perspectives.

Conflict between the teacher and any other of the above groups may occur if classroom activities reflect only the teacher's viewpoint. On the other hand, the teacher may suffer from internal conflict if he/she is not true to his/her beliefs.

Again, there is no simple answer. The solution requires that a teacher be very much aware of the views held by students and parents about the school and the classroom. By considering the community viewpoints, teachers will make the right decisions about learning environments in the classroom and school.

Suggested Ways to Respond

- What do you feel students want most from your class? (Why not ask them someday?) What do you want most for your students?
- In what way does your perspective differ from the students about what happens in the classroom?
- How could you discuss this goal with your students?
- How do you resolve the issue when you identify value conflict between you and the students?
- In what ways do you help students learn to settle differences?
- Have you listened to opinions from students in your classroom? From parents and community members? Have you used them?
- Have you had an opportunity to talk to your students individually about their world views?
- Have you visited students in their homes? Have you invited students to visit you in your home?
- Have you observed and talked to students away from the classroom setting?

Your Ideas

Goal: Knowing that differences in people's values often are due to the results of history or geography

Implications for Global Education

In certain sections of the world, the people have experienced poverty for a thousand years. Large families are necessary to ensure survival in old age. A large family is the social security system. The extended family protect and look out for each other. The values have been in place for a thousand years and serve the people well.

In another section of the world, the people enjoy a high material standard of living, and their history only extends a couple of hundred years. Often, little value is placed on the extended family. New is valued and the old is soon replaced.

The availability of natural resources also shapes people's values. People living in an area with few natural resources prize and conserve what they have. Others who live in areas with many resources have more options and may be less concerned about conservation or efficient usage.

This goal is intellectually understood by almost every student in school. The emotional understanding is not always present. Judgments are often made about various groups without a full appreciation of history and geography. There is always the lingering thought of why can't people be more like me.

Suggested Ways to Respond

- List a number of values found in the world that seem very different, odd, or totally inappropriate to the students. Next, try to understand and explain why the values are very appropriate for the people who hold them.
- How can your subject matter content be used to understand the goal?
- Examine typical values found in the U.S. and cite how other people of the world could react to the values.
- Identify aspects of U.S. foreign policy that reflect an understanding and respect for other values. Identify ways in which U.S. foreign policy sometimes does not reflect understanding or respect of other cultures.
- Examine typical values found in the U.S. today and relate these to our history and geography.
- Present students with a series of historical events and geographical facts about an unnamed country and have them predict what kinds of values the people in that country might have.
- Imagine what your values would be if you changed major events in U.S. history or parts of its geography, or if you had grown up in a different time or place.
- Edward T. Hall is a cultural anthropologist whose very readable books are a wonderful treatment of cultural differences. You can learn many fascinating things about what people in other cultures value from Hall's books: *The Silent Language*, *The Hidden Dimension*, and especially *Beyond Culture* (all are available in paperback.)
- Ask each student to select a fifty year period of time (or, let them draw one out of a hat) sometime between AD 1000 and today. Give them a week to make a list of everything they can find out that was happening in different parts of the world during that fifty years. At the end of the week, collect the lists and post them on a time line all along one wall.

Your Ideas

Implications for School Improvement

Like the people of the world, your students' values are influenced by family history and geography. If a student has spent his/her total life in an urban area and you have experienced a variety of environments, there exists a basis for not understanding one another.

An intellectual understanding of differences in values caused by history and geography is fairly easy to understand. After all, it is reasonable and logical. Yet even with this intellectual understanding, deep misunderstandings can often occur.

You need not change your values to provide appropriate classroom experiences. You simply use and build on the values you know your students have as a result of their history and geography.

Suggested Ways to Respond

- Talk with your students about the different values individuals have as a result of their history and geography.
- Share your own experiences with your students. Explain why you hold certain values.
- Discuss how significant events of history have influenced your life and your students' lives.
- Devote a staff meeting to identifying the different values individuals hold as a result of their history and geography.
- Spend time in your department or school-wide orientation meetings learning about your fellow teachers' values and personal backgrounds.
- Ask your students to find out how many languages are spoken in your community. Get a big world map and put pushpins or flags on the countries where those languages are the native tongue.

Your Ideas

Goal: Understanding how different values and beliefs can lead to different perspectives

Implications for Global Education

Each year within the U.S. Senate, great debates occur. Each senator has the same information, the facts are often clear; yet, great differences are present. A number of years ago the future of the SST aircraft was being decided. Fifty-one percent disapproved, forty-nine percent approved. The differences were the result of differing values and beliefs.

Each year there are international issues that require judgment from a number of groups. Generally, the same information is available to all groups. Different values and beliefs cause groups to form different perspectives.

A totally different perspective often leads a person to respond in a judgmental way—I am right; they are wrong. Seldom does a person respond by thinking "for me this position is best, but I understand why others might feel the way they do."

Suggested Ways to Respond

- Ask your students to identify an international issue and the various perspectives that different groups have about the issue. Why do your students feel the differences exist?
- Ask students to list values and beliefs they feel most strongly about. Next, present a current international issue and identify the various points of view students have on that issue.
- Describe a current international issue and the perspective of the people of another culture. Ask your students to try to identify the values and beliefs held by the people of the other culture.
- Ask your students to discuss how they can best live in a world where there are so many values and beliefs. What will individuals, local communities, and nations have to do to live in harmony while enjoying and encouraging diversity?
- Have students identify the sources of their own orientation toward the world. They might think about ways in which their parents' beliefs and values have shaped them. Which of their parents' beliefs and values do they agree with? Disagree with? What about how their *grandparents'* values shaped their *parents*?

Your Ideas

Implications for School Improvement

All teachers in your school do not value the same things in the same way. Each staff member may have different values and beliefs that lead to different perspectives. Even teachers of the same subject with the same goals may have vastly different teaching styles. One teacher is highly structured and very formal, another teacher appears less structured and very informal. Yet, students like both teachers, and students learn in both classes. We know these differences exist, but is it necessary to label one good and the other bad?

Teachers and students frequently experience difficulty because values and beliefs lead to different perspectives about the value of course content.

Suggested Ways to Respond

- Share with your students your values and beliefs about learning.
- Ask students to share with you their values and beliefs about learning.
- Discuss with your students whether their behavior and your behavior are consistent with values expressed.
- Identify the different values and beliefs that cause conflict within the school.
- Identify the different values that cause conflict between school and community.

Your Ideas

Goal: Becoming aware that to know alternative viewpoints is to expand one's repertoire of choices

Implications for Global Education

There are many concerns, issues, problems, and opportunities people of the world have in common. Frequently we only think of one way or one pattern to deal with the opportunity or problem.

By always asking for other viewpoints, the teacher helps students increase the possible ways they may respond. Knowing alternative viewpoints does not destroy a person's position, nor should it create conflict. Alternatives simply give you more information with which to make decisions.

Teachers foster this goal by developing many ways to approach an issue rather than one way. Teachers ask:

- What else?
- How are others doing it?
- What other viewpoints could be considered?

Teachers also further this goal by sharing with students the alternatives they have identified. It helps to let students see and then model the process of being aware of alternatives. For example, "These are four ways I could have accomplished this. Here's what I rejected, and here's why I chose what I did."

Suggested Ways to Respond

- How many examples of a concept are available in your subject area?
- Does more than one theory explain things in your subject area?
- What issues or prevailing questions in your subject could have alternate hypotheses or explanations?
- How can you foster this goal with written assignments?
- Describe four or five ways that you can model this goal.
- Discuss with students why individuals tend to limit their vision when seeking answers to questions.

Your Ideas

Implications for School Improvement

Effective teachers know many ways to manage the learning environment. In any given situation they can respond in an appropriate fashion because they are open to alternatives and because they know more than one alternative.

Within any staff there is a huge amount of talent. This talent must be shared. Teachers should be open to receiving and giving, for the expertise and human resources needed to improve everyone's teaching are present on all staffs.

Student achievement will increase if teachers are:

- Willing to learn about alternatives.
- Making conscious decisions about which alternatives to use in a learning situation instead of acting out of habit.

Suggested Ways to Respond

- How many different physical areas can you construct in your classroom?
- How often do you give students a choice of several different ways to learn something or to complete an assignment?
- How many alternate learning activities are going on at the same time or in the same class session?
- How many learners offer alternative viewpoints in your class discussions?
- How often do you brainstorm in your class?
- How often do teachers get to share alternate techniques or solve problems together?
- Ask to observe students in another class. By observing students you see the effects of teaching. List the insights you gained by observing.
- Identify some area of teaching in which you need more information. Spend time to form your concerns into a question. Ask other teachers to help you find answers to your questions.
- Select a given class period. Review and list the decisions you made about the learning environment. Now list the alternatives you thought about but rejected.

Your Ideas

Goal:

Implications for Global Education

Suggested Ways to Respond

Your Ideas

Implications for School Improvement

Suggested Ways to Respond

Your Ideas

Goal:

Implications for Global Education

Suggested Ways to Respond

Your Ideas

Implications for School Improvement

Suggested Ways to Respond

Your Ideas

Goal:

Implications for Global Education

Suggested Ways to Respond

Your Ideas

Implications for School Improvement

Suggested Ways to Respond

Your Ideas

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Theme 2: Understanding the World as an Interdependent System

United States interdependence with the world is not new. What is new is the increased use of the word. The United States has been involved since July 4, 1776. Our history tells of Yankee clipper ships and world trade. We have all learned of the hundreds of thousands of immigrants who came to our shores. History books tell us that once we only needed to be concerned with the Western world. Television tells us now we must also be concerned with Africa, Asia, and Latin America.

Interdependence is not new, but it is taking on new meaning. The frequency and number of interactions continue to increase. The complexity of the relationships increases. The United States is no longer self-sufficient. We are dependent on others for many things other than energy. There are problems that require cooperation as demonstrated by the Law of the Sea Conferences, the decline of the dollar on the world market, arms limitation talks, and endangered species agreements. Since we are one of the rich nations, we are hearing the knock on the door by the poor nations. Since most of us are not interested in a leveling-down process, the leveling-up process increases our interdependency.

A framework for learning about the world as an interdependent system might start by first considering, "What is a system?" We cannot assume that even students in their last year of high school have an adequate understanding of an interdependent system. However, the concept of a system and its structure can be taught in any subject area. For example, accounting demands a system. All science classes look at systems. There are social systems. Music, art, and all other disciplines can help students understand a system and how the components are linked together. Every discipline offers examples of the interdependent nature of a system.

Once students begin to understand the concept of a system, they need to consider what happens or can happen when one component of the system changes. What are the alternatives? What might be the unanticipated consequences? For example, a minor change in a law had a profound influence on the lifestyle of senior citizens. Raising the minimum wage can throw hundreds of thousands of teenagers out of work. A classic example of unanticipated consequences is the use of DDT and its effect upon the environment. How do we help students look at what will happen and what unanticipated consequences may come about from a change in one small component in any system?

There are many kinds of systems—biological, physical, and social. People need an understanding of different kinds of systems and how each of the systems is interdependent with the other. Students are familiar with the interdependent systems of the body or perhaps the automobile. Students must also understand that the world is an interdependent system. They need to understand the state of the present world system in your discipline. You can accomplish this by using the content of the courses you are presently teaching. Environmental problems, the natural resources, the arts, music, drama, social studies—all show ways the world is linked together. Your content concerns can be applied to the concept of the world as an interdependent system. Helping the students understand the present state of the world system in your discipline enhances your effectiveness.

Students need to consider the impact of systems on themselves, on groups, communities, nations, and the world. Further, students need to understand what impact they, as individuals, can have on groups, communities, nations, and the world. How can an individual affect the world he or she lives in? You can help students see how they are not helpless individuals in their school, community, nation, or world. Individual actions can make a difference. People can find ways to control their own lives, shape their own futures, and work to change things for the better. Teachers can use their present content to alert students to their potential for action.

Goals:

- Understanding what a system is and how it operates Page 40
- Experiencing the insight that can be gained when one views the world as being composed of several distinct, but interrelated systems—i.e., economic, political, cultural, and ecological Page 42
- Understanding that many types of organizations are directly involved in global issues such as the private sector, churches, multinational corporations, national governments, and subnational groups such as cities and states Page 44
- Realizing that individuals, groups, and countries set examples that others may follow Page 46
- Identifying the international involvement of one's own community and state Page 48
- Understanding the many ways the United States and other nations of the world are linked interdependently Page 50
- Understanding that different lifestyles have different impacts on the earth Page 52
- Identifying the ways in which one's own activities affect the earth Page 54
- Understanding that personal and collective decisions made by Americans have consequences for people elsewhere in the world Page 56
- Understanding that actions often lead to unanticipated consequences that ramify over time Page 58
- Realization of the possible consequences for oneself and others who have different world views on issues when important global issues are at stake Page 60

Goal: Understanding what a system is and how it operates

Implications for Global Education

Events that occur in your community, state, nation, or the world are not isolated. They have been caused by other changes. They, in turn, precipitate other changes. Often these changes are far removed in space and time from each other. They are part of a system.

Having a systems perspective enables you to identify interrelated elements and how they are connected. You can determine how changes in one area affect the other elements. You can analyze how the system changes its environment and how its environment influences the system. With this knowledge you have a basis for planning changes in the system or its environment and for anticipating the consequences of those changes.

We are surrounded and enmeshed in systems at all levels of our lives. Nature is full of systems—plants and animals dynamically linked together with the environment. People develop systems to organize their thoughts, their language, their relationships with others, their movements, their leisure time. People identify systems to understand the factors that affect population growth, environmental pollution, the arms race, or the depletion of natural resources and how to solve them.

Helping students understand systems is challenging. It's far easier to teach about places, people, events, and issues as isolated phenomena—to pretend that systems don't exist. We can't afford to do that.

Older ways of thinking about the world tended to stress the national interests of nations as opposed to collective interests of the family of nations. Systems thinking facilitates moving beyond narrowly defined national interests to a concern with the collective welfare.

Suggested Ways to Respond

- Organize your presentation of content so that students see the conceptual framework to which the facts belong.
- Identify the systems in your subject area, their key elements and interactions. Develop a variety of activities to introduce them to students.
- Analyze community, national, or world issues that relate to your subject area to identify their systems.
- Ask your students to identify the systems which they are involved in and the relationships of the components.
- Have students make posters of different systems.
- Use paper, rubber bands, empty spools of thread, or other materials to construct a dynamic model of a system.
- *Lives of a Cell* is a wonderful book to read to expand your own appreciation of both natural and social systems. It is by Lewis Thomas and is available in paperback.

Your Ideas

Implications for School Improvement

A school is a system. Different people have different but interrelated roles. The school has an impact on its environment and is, in turn, affected by changes in the environment. The ways in which a school is organized and functions describe the relationships among the different components of the system.

Planning for change within your classroom or department or school requires that you first understand how the system operates. With this knowledge you can begin the process of preparing alternatives, anticipating consequences, making decisions, implementing change strategies, evaluating progress, and making improvements.

One way to think about the interaction between two or more components of a system is to think about *feedback loops*. In a feedback loop a change in A causes a change in B which eventually causes another change in A, which changes B and so on. There are two types of feedback loops—positive and negative.

The classic example of a positive feedback loop is the population explosion. An increase in the amount of food or medical attention increases the number of babies living to adulthood. This increase in the number of adults of childbearing age means an increase in the number of children they produce. The cycle continues unless other factors such as disease, war, or famine intervene.

A thermostat is an example of a negative feedback loop. When the temperature in your house drops below a certain point, the thermostat turns on the furnace to heat the house. The temperature rises. When the temperature rises to a certain point, the thermostat cuts the furnace off until it cools down again.

One way to understand how systems operate is to look for these feedback loops.

Suggested Ways to Respond

- Read about systems—different examples of systems and different models for understanding how they function.
- Try to identify the key components and interactions in different systems within the school (for example, the budget your department will have this year, the rate of pupil learning, the inservice program, setting school goals, the climate of the school).
- Think about the things that concern you most about your classroom, your department, and the school. Are these things part of a system? If so, what is it? What changes can make things worse? Make things better?
- Diagram the system that most concerns you. Identify things that you can change.
- Look for examples of positive and negative feedback loops in your classroom, your work with other teachers, or the way the school functions.
- Have your students study examples of positive and negative feedback loops and how they can be used to understand different systems.

Your Ideas

Goal: Experiencing the insight that can be gained when one views the world as being composed of several distinct, but interrelated systems—i.e., economic, political, cultural, and ecological

Implications for Global Education

A rational, logical decision about how to deal with an ecological problem often is never implemented or seriously considered because of economic or political considerations.

International trade issues are greatly influenced by political decisions. If we buy or sell to a specific country, what will be the political ramifications? A wise political decision might be to import more of a product from a given country, but what about the influence of a special interest group in the U.S.? Older ways of thinking about the world underemphasized the role that domestic interest groups, for example, play on the stage of global affairs.

When we consider and understand a number of systems, we have more alternatives to use in solving problems and accomplishing tasks. For example, a political or economic problem can often be solved by understanding and responding to the culture. Extensive U.S. aid to a given national frequently does not produce the expected results. The aid plan was built around one-system planning and did not fully consider how the other systems were interrelated.

Suggested Ways to Respond

- Ask students to identify situations in your content area that illustrated this goal.
- Have students share experiences where they used one system to accomplish a goal in another system.
- Develop a list of global issues and identify the systems that should be considered in dealing with the issue.
- Be sure to check to see if your students understand the various systems.
- Have your students list the systems that influence their lives and explain how.
- Have your students make charts to show the components of a given system and their interrelationships.
- In a given system, trace what happens to the other components of the system if one component changes.

Your Ideas

Implications for School Improvement

We have all experienced surprise, if not frustration, when our best intentions and actions produced almost totally different results than we had anticipated. We recognized a problem or need, planned a solution, and, instead of being praised for our efforts, a number of individuals became angry with us. You do something you feel is best for your students, and the parents or fellow teachers express displeasure. A principal makes an administrative change, and the staff is quick to voice reactions.

Frequently, we develop action plans based on one system. We often fail to consider how all the systems are interrelated.

Suggested Ways to Respond

- Assume you want to raise the standardized achievement test scores of your students. What are the various systems you should consider? How would you use the various systems to work for you?
- What aspect of various systems in the school community are supporting your efforts in the classroom? What parts of various systems hinder your efforts in the classroom? In what ways could you make the systems work for you?
- Assume your goal is having the best school climate possible. What changes would you make in the various systems? Would there be conflict between student and teacher needs?
- Assume you want to increase your self-concept. Your goal is to become the most "together" person in the community. How can the various systems work for you?
- What are the various systems operating in your school community? What are their components? How do the systems interact with each other?

Your Ideas

Goal: Understanding that many types of organizations are directly involved in global issues such as the private sector, churches, multinational corporations, national governments, and subnational groups such as cities and states

Implications for Global Education

Foreign policy is determined by many groups. The President and State Department quite obviously have a key role to play. This side of foreign policy is heard on TV every evening and is not new to students. What might be new to them is the tremendous influence of organizations within their community, and this is, in part, a result of changing concepts of the way the world is. National governments and their leaders, for example, used to be thought of as the sole actors in international relations. We now know that this is no longer entirely correct.

Multinational corporations have a major role in foreign affairs. A search within the community will easily reveal the variety of multinational corporations. Many such corporations exist in a community with little or no notice.

When you begin to search for organizations with international contact, the finds are almost unlimited. A few such groups are Sister Cities, Partners of the Americas, American Field Service, church groups with various programs, and civic clubs with overseas partnerships.

Within your content area and with your contacts, students will begin to see that a wide range of organizations, other than the federal government, are involved in international affairs.

Suggested Ways to Respond

- How is your subject area used by different organizations and subsystems in international affairs?
- How could students identify international organizations in your community and the roles they play in international affairs and at the same time meet classroom objectives?
- Select one organization that has content connection to your area for in-depth study.
- Have students share their knowledge of international organizations.
- Develop some type of display that will alert the entire student body to organizations in the community that have direct global involvement.

Your Ideas

Implications for School Improvement

The involvement of community interests in international affairs could work to the teacher's advantage in several ways. Some examples are:

- Opportunities can be planned for students to meet and learn from other significant adults.
- It provides another option for learning and another resource.
- It will bring another perspective to the student.
- When people in the community are involved with students, they tend to feel supportive of the school.

Suggested Ways to Respond

- Identify others in the school or community who could help you identify resources.
- What must be done to get students ready to profit from a community resource brought into the clasroom?
- Start with the parents of your students. List what they can contribute toward achieving this goal.
- How is school policy influenced by the many organizations of the community?
- Can you identify the public and private organizations in the community which have a function or link or mission which is international?
- Can you identify the students, parents, and community members which have a personal international relationship, birthplace, parents, relatives, or job function?

Your Ideas

Goal: Realizing that individual, groups, and countries set examples that others may follow

Implications for Global Education

Part of a global perspective is realizing there are individuals who model your behavior. To voice concern about cross-cultural understanding or the elimination of violent conflict is commendable. It is probably more commendable to live with a minimum of hostility in your own life. To love in the abstract is much easier than to love in the concrete. To advocate conservation is easier than to practice conservation.

Teachers can help students understand that because they serve as models, the students must make conscious decisions about their actions.

Suggested Ways to Respond

- Take class time to discuss with students how other students or how they have sometimes modeled others. Have them give examples.
- Identify United States lifestyles and patterns the student would be pleased if citizens from other nations modeled. Identify those we would not be pleased to see others model.
- What can we identify in other countries that a U.S. citizen should model? What should U.S. citizens *not* model? Why?
- Identify lifestyles and behaviors that were once considered desirable but now are considered undesirable.
- What behaviors are now considered desirable that might in the future be considered undesirable?
- Identify examples of American culture or American values or American technology that have been adopted by people in other cultures.
- Identify an event or issue within the United States and how the event or issue is perceived by others in the world. For example, the Equal Rights Amendment. Is it a global statement for human rights? What future impact will it have?

Your Ideas

Implications for School Improvement

Not only do students model your behavior, but so do other teachers. Your openness, your attitude toward self-evaluation, and your willingness to get constructive feedback will be modeled. The climate of a school is only a collection of individual climates. There are few, if any, educators who would choose to live in a negative, unpleasant, or dull environment. Yet, there are educators who fail to take an active part in making the climate positive.

Suggested Ways to Respond

- List five of your behaviors that would increase the effectiveness of the school if others modeled them. List five that would decrease the effectiveness.
- Identify those things that create a positive climate that you feel are the responsibility of every teacher.
- Identify a new behavior for yourself that you would be pleased to have others model. Now design a plan to practice that behavior.
- Ask your students to identify behaviors of teachers, other adults, and students they would be willing to model.
- Identify actions of various groups in the community that have had a positive or negative influence on the school environment.
- Identify a position taken by the school staff that had a positive or negative influence on the community.

Your Ideas

Goal: Identifying the international involvement of one's own community and state

Implications for Global Education

A quick way to demonstrate the community involvement in the world is to review the newspaper. As students move from news stories, business pages, advertisements, sports, features, and the editorial page, they can easily see examples of international involvement.

There are many organizations within the community that are part of the international community. These organizations are involved in exchange programs and issues education.

Once teachers and students value this goal, they soon identify the many connections their community has with the international community.

Suggested Ways to Respond

- Ask students to design a plan to discover how their community is linked to other communities in other countries.
- List the ways you could get students involved in action-learning in the community.
- Identify the international contacts in your community that relate to your content area (for example, artists, musicians, scientists, participants in sports).
- Have students plan a community inventory around a specific area to identify the community's international involvement. Examples might be: church activities, communications, trade, ethnic groups, or exchange programs.
- Discuss how the community's international contacts actually influence the lives of the student. Help students identify and share personal experiences.
- In many states, there are towns or neighborhoods where citizens of other countries have clustered together. Can you and your students identify the ethnic neighborhoods of your city or the city nearest you? On a state map, can you locate all the ethnic communities in your state? How many different languages are spoken in your state?

Your Ideas

Implications for School Improvement

Students enjoy and profit from contact with significant adults. In every community there are adults who could help teachers achieve their classroom goals and at the same time provide students with examples of diversity. Learning about diversity should not be confined to reading and teacher/student or student/student discussions. The value of diversity can be gained by interacting with people in the community. The people don't always need to visit the classroom. Students, individuals, small groups, and, on some occasions, an entire class may want to visit them on their own turf.

Intercultural contacts can be made in most communities. In every community there are adults who have traveled and experienced various foreign cultures. Often there are visitors or citizens who have lived in foreign countries. These experiences can be shared. Teachers are not expected to stop what they are doing and artificially switch to a unit on intercultural awareness. Contact with significant adults should be in the context of furthering classroom goals. However, such important insights into the value of diversity and intercultural understanding can be gained that personal experience with diverse individuals should be the core of learning about diversity.

Suggested Ways to Respond

- Identify the international experiences and involvement of your staff.
- Make contact with a significant adult in the community who could help you grow professionally.
- Set up a global education resource file which lists people in the community who could provide an international perspective for classes.
- Identify any community international involvement that has had any influence on the school during the past ten years.
- Look to the future and try to identify any community international involvement that might influence the school.

Your Ideas

Goal: Understanding the many ways the United States and other nations of the world are linked interdependently

Implications for Global Education

Each discipline has unique areas of concern that demonstrate the world as an interdependent system.

For example, new knowledge being generated in the science community comes to us from other nations. The application of new knowledge generated in the United States is felt around the world. Physical education, music, business education, and all other disciplines offer examples.

The concept of the world as an interdependent system can be understood by the day-to-day impact which it has on our lives. The dollar falling in foreign money exchanges makes foreign goods more expensive. A good soybean crop in another part of the world hurts the American farmer and the workers who make farm machinery.

Without the teacher helping students focus on this interdependency, the concept does not become a reality.

When teachers use their content, experience, and knowledge to point out the nature of interdependence in the world, they are helping students develop a global outlook.

Suggested Ways to Respond

- Within your content area, have students identify and give examples of interdependence.
- Have students imagine what would happen if there were less interdependence within your content area.
- What are the basic skills that may be taught while accomplishing the understanding of this goal?
- How is your subject area related to the international, political, and economic events on the front page of tomorrow's newspaper? Can your students suggest three ways without seeing the newspaper first?
- In your subject area, in what new ways can the U.S. and other countries cooperate? What would the effects be? Have students develop suggestions.

Your Ideas

Implications for School Improvement

The goal might read, "Understanding the many ways our classrooms are linked interdependently."

What you do in your classroom and what other teachers do in their classrooms very much influence each other. A staff will accomplish almost any program or goal it feels committed to accomplish. If the goal is better attendance, increased writing skills, increased student involvement, or whatever, a total staff effort will give positive results. With only a part of the staff committed to a goal or program, the success of the program is very much in doubt. What happens in one part of the school influences what happens in another part of the school.

If the staff can agree upon goals, chances are the goals will be accomplished.

Suggested Ways to Respond

- As a staff or department, list those goals which almost everyone feels committed to accomplish.
- List examples of how other teachers reinforce your objectives by what they do in their classroom.
- What are you doing in your classroom to reinforce other teachers?
- What are issues on which you feel the staff should have common agreement?
- Ask two or three of your fellow teachers what their number one goal is for their classroom. Are theirs like your goal? What changes do you see in the halls, faculty meetings, and your own classroom which are effects of their goals?
- What is the principal's number one goal for his/her leadership in the school? How does it link to your goal for teaching? How does it link to students in your classroom?

Your Ideas

Goal: Understanding that different lifestyles have different impacts on the earth

Implications for Global Education

A labor intense society affects the world in totally different ways than a capital intense society does. A lifestyle dependent on gaining more material goods has different effects than does a less materialistic lifestyle.

Teachers in every discipline can help students become aware of their lifestyle and its consequences. How many pairs of shoes are enough? What are the issues involved in destroying the old to make way for the new? Do we or should we save some of the old buildings in our country?

What happens in your classroom helps create a mind set on the part of the student. A typical response would be to get rid of the old and buy a new one. Junk what we have and get one that is up to date. A teacher could help students understand this goal by always asking questions such as:

- Could the old be saved?
- Do we need the item in the first place? What *is* "necessary"?
- What are the considerations other than money?
- If everyone felt this way, what impact would it have on humankind?
- What are the basic elements of your own lifestyle?
- Do you feel good about the impact your lifestyle has on the world?
- Where could you find information about how your lifestyle is affecting the world?

Suggested Ways to Respond

- Discuss with students the value shifts they see happening in American society today and the impact of these shifts.
- What people in the community could visit your class to talk about their lifestyles and the impact they feel it has on the earth?
- What activities are you now using to foster this goal?
- What community human resources could help illustrate this goal?
- Brainstorm ways that being concerned about different lifestyles relates to your subject area.
- The ecological effects of the use of aerosol sprays were recognized as potentially devastating for all life on earth several years ago, and many people stopped buying aerosol spray products. This forced the companies which made them to change the products and make them safer. This example demonstrates the global impact of individual lifestyles and also the potential impact of consumer boycotts. It might make a good case study for class discussion, or perhaps you could find a local biologist or ecologist who would come and talk to your class about it.

Your Ideas

Implications for School Improvement

The goal might read, "Understanding that different teaching styles have different impacts on the students."

Teaching is an extremely demanding task. Since you have students who respond in different ways, you are forced to use a wide range of styles and techniques to be most effective. An alternative is to say, "I have one way, and it is up to the students to do the adjusting." However, with the maturity, training, and education teachers have, they are probably better able to adjust to the students' needs.

Another way this goal might read is "Understanding that different ways a staff works together have different impacts on the school."

There are many different ways to organize and run a school. Decisions may be made by consensus or by voting. The principal may decide school policies or teachers may be actively involved. Teachers and departments may set their own goals for professional growth or the same inservice programs and goals may be set up for all.

Whatever the variations in a school, they have a significant impact on the way the school functions. Other patterns would have different effects. As professional educators, we should explore the options and find the best patterns for our school.

Suggested Ways to Respond

- List several teaching techniques you generally use. Consider each student one by one and try to imagine how each student perceives what you are doing.
- Think about the changes you have made in your teaching style over the last several years. What are the factors that brought about the change?
- How might you get student feedback on some of your actions?
- Which students in your class express in some way that they can't do or won't do the work?
- Which students in your class tell you that you make them think?
- When are the "exciting moments" in class and what is going on then?
- What organizational changes have occurred in your school in the last few years? How have these changes affected the school?
- How do other members of the faculty feel about the way decisions are made or the way school goals are set?

Your Ideas

Goal: Identifying the ways in which one's own activities affect the earth.

Implications for Global Education

Individually it is difficult to see how one person can make a difference. However, individuals linked with others become "the public." The more convincing, persuasive, credible, and widely acceptable particular ideas are, the greater influence they are likely to have by being internalized consciously or subconsciously by the public and by influential individuals in government, industry, and scientific institutions. Our decisions—to buy a large or small car, have a large or small family or no children at all—have an appreciable impact on others. Our attitudes toward how to deal with the rich versus the poor nations or toward cooperation with other nations to attain common objectives can have an important influence. Understanding is global; action is local, but the two are often connected, whether we realize it or not.

Suggested Ways to Respond

- What are some things an individual could give up to improve the quality of life?
- How did you become aware that considerations about the future should enter all decisions?
- Identify the ways humankind is now better off than 100 years ago.
- Brainstorm the ways an individual can have a positive and negative influence on the earth.
- Identify a possible alternative lifestyle and consider how it would affect the earth.
- When a problem is discussed, ask students to consider its consequences in global terms. How will it affect others?
- What actions can be taken in the local community that will affect global processes?
- What kind of world would you like your grandchildren to live in? What are you doing now to make that world more possible?

Your Ideas

Implications for School Improvement

Identify the ways in which your own activities affect the school community. This personalization of the goal brings home the importance of each staff member. Each person's attitude greatly influences the program. If the staff fails to grasp the seriousness and importance of helping students develop a global perspective, the School Improvement through Global Education program will not be effective.

Suggested Ways to Respond

- What common goals does your content area share with global education?
- What common goals do you, as a teacher, share with global education?
- How have you been supportive to other teachers as they implemented global education goals?
- What unique contributions could you bring to the global education program?
- Help your students discriminate among decisions and identify those with transnational consequences. Identify the specific consequences of such kinds of decisions.
- Add a new level to the kinds of questions that are being asked in the school by requiring students to examine the global impact of issues and decisions.

Your Ideas

Goal: Understanding that personal and collective decisions made by Americans have consequences for people elsewhere in the world

Implications for Global Education

Few people would consciously commit an act that would have a negative effect on people of the world. Many people would consciously commit themselves to actions that would benefit others. Only recently have we begun to develop an awareness of the unintended consequences of our actions. For example, a decision by American relief organizations to send tons of grain to earthquake-plagued Nicaragua and Guatemala had the unintended effect of knocking the bottom out of the grain markets of these countries. Their grain supplies were not destroyed by the earthquake.

Many students have never analyzed how their personal or collective decisions will eventually be felt by other people in the world. This is natural since there is seldom a direct relationship.

There are many questions that students and teachers could probe together. Some examples might be:

- What are the consequences for other people in the world for a lifestyle built on "bigger is better"?
- What percent of the world's natural resources are required to support U.S. lifestyles? What percent of the world's population are U.S. citizens?
- What are the concepts and issues in your content area that may have consequences for people elsewhere in the world?

Suggested Ways to Respond

- How might this goal be visually displayed in your classroom?
- Identify resources in the community that will help students understand this goal.
- Seek out fellow teachers and ask them to help you translate this goal into a student activity.
- In your subject area, what contributions have Americans made that have had significant impact on the rest of the world? How could you present this to students?
- Brainstorm a list of the kinds of decisions and actions Americans can do that would affect other people. Identify the consequences of each of these actions.

Implications for School Improvement

Personal and collective decisions made by a staff have profound consequences for the students in the school. The critical decision for an individual or a staff is how it defines the role of the teacher. What should be expected of teachers? If a student is not learning, some staff members will refuse to give up the student. The program is adjusted, the concern, the effort never stops, even if the learning problem is never solved. Others make a personal decision to say, "Well, it's the student's problem. When he wants to learn, I'll teach."

Few would believe that you can make a decision for others. Administrative mandates, district goals, building goals, or teacher-written directives *will not* change another's behavior. The personal decisions of teachers about how they will work with students, fellow teachers, administrators, and parents will make a vast difference in the lives of many students.

Suggested Ways to Respond

- Think of three or four fellow teachers and list some personal decisions they have made that have had a positive influence on students.
- List several personal decisions you have made that have had an impact on the parents of your students.
- Cite specific examples of teacher decisions that have had a positive influence on the building staff.
- List several decisions you made that you felt were in the students best interest, but resulted in conflict between the students and their parents.

Your Ideas

Goal: Understanding that actions often lead to unanticipated consequences that ramify over time

Implications for Global Education

Seldom will actions have a single consequence. Actions tend to ramify. A single action spreads out into many areas. A decision to cut off imports or a decision to buy from a specific country is felt by many people in many areas.

A recent decision to cut imports of sugar in order to give American growers a better price seemed a simple action. Just a few of the consequences were:

- It generated many very hostile feelings and attitudes from those who export sugar.
- Unemployment increased among workers in the sugar industry of the sugar exporting countries.
- The standard of living dropped even lower in some of these countries.
- United States economic aid was increased to help with falling economies in some of these countries.
- Immigration increased to the United States.
- United States unemployment went up.
- Profits of United States companies which owned the foreign sugar industries decreased.
- Decreased profits resulted in a lower work force in the United States.

You are helping students gain a global perspective when you help them see that actions often have complicated results. Your examples do not have to deal with international events. Use examples from your content area to guide students to develop a way of thinking so they understand that more than a simple reaction will occur from a single action.

Suggested Ways to Respond

- From the newspaper select examples of actions taken and have students predict possible ways the actions could ramify.
- Have students review an action and think of questions that have not been asked about its many possible consequences.
- Give students an example of an action in your discipline and draw inferences as to how the action will affect other disciplines (for example, actions in science affect psychology, business, and other disciplines).
- Find examples of this goal within your content area.

Your Ideas

Implications for School Improvement

A school staff or individual teachers will generally make the best judgment *if* they take time to consider all the consequences of whatever action they plan. Trouble generally develops when time is not taken to think through what the effects are likely to be.

Often our actions turn out to foster the very things we are trying to avoid. Before an action is taken by a staff or by individual teachers, a list of possible consequences should be developed.

Suggested Ways to Respond

- Illustrate how an action by the total staff had an unexpected positive influence or an unexpected negative influence.
- Have students discuss with you the ways your actions in the classroom might ramify over a period of time.
- Before reaching a decision, brainstorm all the possible school policies or people that the decision could affect.
- Have students list the ways their actions have led to an unanticipated change in a teacher's behavior.
- Ask students to share experiences outside the school that resulted in unanticipated consequences.
- Ask students to share personal experiences which illustrate how their actions lead to unanticipated consequences.

Your Ideas

Goal: Realization of the possible consequences for oneself and others who have different world views on issues when important global issues are at stake

Implications for Global Education

This goal is loaded with emotion and evokes strong reactions. The mere consideration of the issues causes many to become defensive or hostile to those raising questions and to develop a strong justification as to why things are as they are.

The people of the developing nations are looking at North America, Western Europe, the U.S.S.R. and asking, "How can we get our fair share?"

Students should at least know what the actual conditions are in the various parts of the world. Also, they should understand what others in the world are thinking.

Teachers in every content area can encourage students to search out how others live and would like to live.

It is vital that each student also considers the consequences of his/her lifestyle in relationship to others in the world.

Suggested Ways to Respond

- When you ask a question, can you get students to give more than one correct answer?
- How does your content (subject area) influence the way people live, work, think, and value?
- If two or three people from different cultures discuss a topic in your subject area, do they perceive or emphasize things differently?
- Ask students to share how the school, community, or world could be different if most individuals felt and acted as they feel and act.
- With the students, develop a list of global issues and their consequences (for example, topics such as human rights, arms race, adequate health care, housing, education).

Your Ideas

Implications for School Improvement

Every teacher in every classroom works with students who have very different backgrounds, needs, abilities, values, and reasons for being in school.

You could reflect on the possible consequences for yourself and the students if these differences are not considered and reflected in the learning environment.

With other teachers, identify the good, positive things that are happening in classrooms to meet the many different needs students have. Next, ask if there is anything you are now doing you might want to change? Is there anything you want to do that you are not doing now?

Suggested Ways to Respond

- Which students in your class have a need for readiness experiences in order to be successful in your class?
- Which students need more time in order to be successful in your class?
- Which students always lose in competitive exercises and tests?
- How do two different students in your class view the way teaching and learning occurs?
- Visually display for yourself the range of differences you have in your classroom—for instance, reading level or the ability to be a self-starter, to work with others, or to organize materials. When you have developed a visual display on students, identify ways to cope with these differences.
- Describe the different views of teaching that you feel exist in your schools. What would be different if every teacher promoted your view of teaching?
- Brainstorm a list of issues or events that could affect your department or school in the coming year. Estimate the consequences of each of these on yourself and your fellow teachers.
- No matter how small a school may be, no two students have exactly the same experience there. Think of two students in one of your classes who seem to have very different attitudes about school. What are the sources of these differences? How do these differences affect the way you behave towards these students?

Your Ideas

Goal:

Implications for Global Education

Suggested Ways to Respond

Your Ideas

Implications for School Improvement

Suggested Ways to Respond

Your Ideas

Goal:

Implications for Global Education

Suggested Ways to Respond

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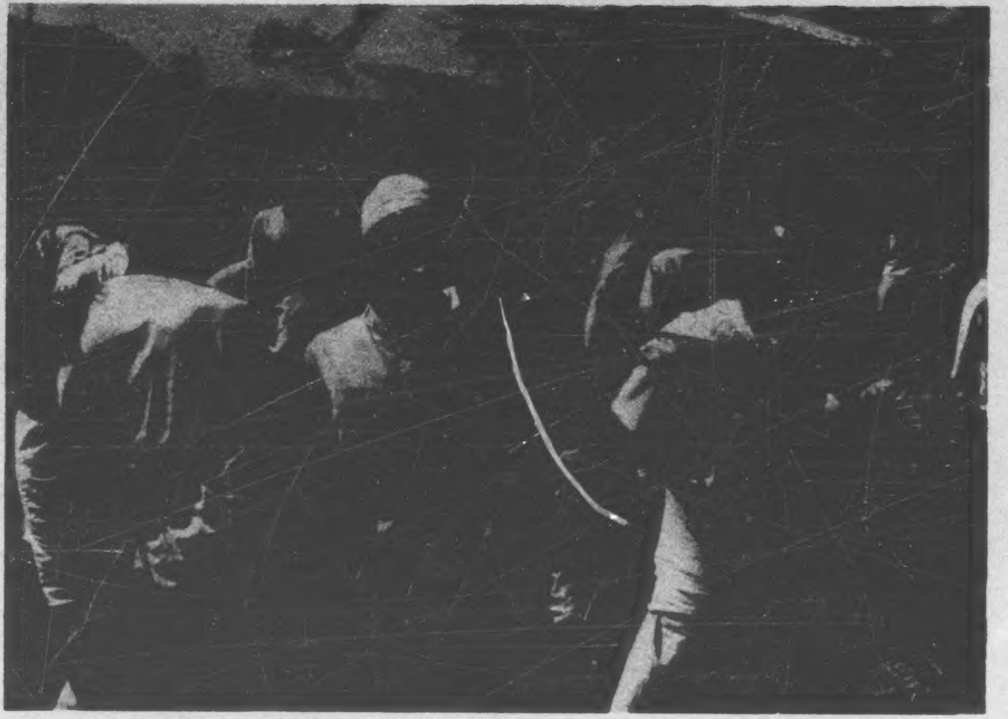
Your Ideas



Theme 3:
Developing Effective Working Relationships with Others

"I have learned to mitigate my need to value everyone by a single standard." Sound like something from a very wise person who has lived many years? Of course it does. However, the author is a seventeen-year-old high school student. This student probably has a global perspective. First she understands herself and her needs. She obviously has the ability to empathize with others and to emotionally recognize their needs, feelings, and interests. Somewhere along the line her parents, teachers, and other significant adults did a lot of things right.

When you ask people what their problems are (as if you had to ask), the responses generally fall into the people-problem category—the inability to develop effective working relationships. The value of our content and expertise is diminished when we have not developed the ability to work with others.

Decisions and developments that deeply affect our lives take place far from our shores. Yet national goals can often be accomplished if we cooperate with other nations. Often our goals must be meshed with those of our global neighbors.

Helping students gain a global perspective means helping students develop the skills, attitudes, and knowledge they need to work with others in an effective, peaceful way rather than in an adversary role. Developing effective working relationships does not mean that all people agree on a common standard or the best solution to a given problem. Individuals can still work together effectively and have wide differences of opinions.

Goals:

- Increasing understanding of self Page 70
- Recognizing the humanness of all people Page 72
- Identify how one's own needs, behaviors, and concerns are common to humanity Page 74
- Value working collectively to solve complex problems Page 76
- Spending sufficient time to identify the problem Page 78
- Withholding judgments until gaining enough evidence to make a judgment Page 80
- Learning to intellectually and emotionally tolerate ambiguities Page 82
- Identifying and understanding the forces that can enhance or inhibit effective group work Page 84
- Applying the appropriate skill to help a group improve its working relationships and its effectiveness Page 86
- Developing an ability to engage in cross-societal and cross-cultural communications about world problems Page 88
- Being able to work effectively in groups Page 90

Goal: Increasing understanding of self

Implications for Global Education

Our entire life is spent interacting with others. Our livelihood, our social well-being, our enjoyment of the world around us are greatly influenced by our relationships with others. We must interact with others—we have no choice.

Just as we must interact with others in our personal lives, our immediate community must interact with a larger community, our state with our entire nation, our nation with the rest of the world. It is no longer a question of *if* we want to interact with others in the world, but *how* we interact with others in the world. A classroom, school, community, or nation progresses best when there is an exchange of ideas among all concerned. When there is cohesiveness, common thrust, and willingness to share ideas and listen to the ideas of others, usually everyone benefits. The United States is deeply involved with the rest of the world through trade, common environmental problems, military commitments, and through commitments to human rights. From the viewpoint of your content area, you could list many other ways such as sports, music, literature, etc.

Until individuals understand themselves and feel comfortable and somewhat pleased with themselves, they probably will be unable to deal and work effectively with others. Others become a threat. Accepting and understanding others only comes about when self-understanding occurs.

Understanding self, obviously, is not the sole responsibility of either the school, the family, the individual, or the church. Many social systems are involved in helping students. The school, however, has a unique role to play in helping students feel comfortable with who they are. Most students like and respect their teachers. Also, teachers have skills and expertise in human relations and understanding of human development that uniquely equip them to work with their students. Self-understanding is not confined to any discipline, but every teacher in every discipline has a contribution to make. Every teacher can help students like who they are and help them develop confidence in themselves.

Suggested Ways to Respond

- Ask students to identify the reasons they help other students feel good and how they do it. Now identify reasons they give others put-downs and the different ways they do it.
- How can an understanding of your content area help students develop a positive self-concept?
- In your subject does each student know what he/she enjoys most? Least? What individual needs does each student have in this subject area?
- Can each student list three topics in the subject area which would be interesting to know about? Fun to know about? Practical to know about? This information could help you shape your future teaching plans.

Your Ideas

Implications for School Improvement

Until teachers or students feel comfortable with themselves, their interaction with others will not be productive. They will be so possessed with their own problems and insecurities that they will be unable to reach out. Before people are willing to listen to other ideas, they must feel secure. Teachers can help students feel comfortable with themselves, like who they are, and have confidence in their ability. The demands placed on the students must be within their reach. Providing for success is not new, but perhaps we need to frequently review how this is accomplished. Ensuring success means accepting students with different ability levels and different reasons for being in school and helping students accept themselves. As an adversary relationship disappears and is replaced by effective working relationships, we are not lowering our standards, but we are helping students feel comfortable with who they are, so that they may eventually become more and more productive adults.

Teachers tend to underestimate the importance they play in the lives of their students. They tend to underestimate how important their comments are to kids. A casual remark or the lack of communication often means a great deal to students. The one hour a day the students are with you, they can be accepted. They may leave your classroom and get cut down other places, but at least when they are with you, you can help them develop self-understanding. You can help them look at their own lives. Frequently, those who need the most help are those that do the unlovable kinds of things. When students lash out at a staff member or fellow students, they are really saying something about the way they feel. They are showing their lack of ability to accept others because they cannot accept themselves. They do not feel comfortable with who they are; therefore, they are unable to let others be themselves.

Suggested Ways to Respond

- What do you do to help students feel good about themselves?
- Observe in another class and try to see how the teacher's comments affect students.
- Ask students to list the things teachers do that they consider put-downs.
- How are your assignments and requirements helping students feel good about who they are?
- Identify a student who really "bugs" you. Imagine that student is on a high cliff and is yelling, "Help, I'm afraid that I . . . . " Finish the sentence with three possible phrases.
- Administer a "who am I?" paper or self-perception instrument or interest inventory to find out how each student perceives herself/himself.
- Do you know when one of your students is especially troubled?
- Is your grade system based upon the attainment of individual, appropriate, and reachable goals for students?
- Have you arranged alternatives, time, guidance, and resources so that each student can be successful in your class?
- Identify each of the "can't do/won't do" students in your class. Ask the special education teacher or the counselor to observe these learners and help you plan their learning activities.
- Identify each student's preferences, strengths, and weaknesses and use this information for making decisions about grouping patterns, instructional needs, amount of teacher direction, and learning activities.

Your Ideas

Goal: Recognizing the humanness of all people

Implications for Global Education

Once students begin to want to understand others, they need many skills, especially skills in effective communications—listening, responding, and questioning. Students need to practice communications for understanding as well as for conveying information. Many students have excellent skills in how to indoctrinate someone else or to persuade or to explain their point of view, but they don't have skills in how to understand another's point of view.

Part of developing a global perspective is always asking how others view the world. You ask such questions as:

- Is that a role he/she is playing?
- What roles are expected of them?
- How would others view this event?
- What customs, expectations, and conditions influence their thinking?
- How would others express their needs which are common to my needs?
- What is it that keeps us apart?
- How would I feel if I traded places?

Suggested Ways to Respond

- How could students assist you in developing a response to this goal?
- Have each student select a concept, issue, or event. Then ask them to pick an opposing position to the one they would normally take and then explore and develop that position until they report that they actually feel or think like the other side.
- Review your lesson plans to determine the amount of time you currently spend on this goal. Develop plans for increasing the time you spend.
- Identify how this goal is important in your subject area.
- Ask students to identify the physical and emotional needs they have. Next, ask the students to identify someone in the world who appears to be very different from them. Have each person compare the physical and emotional needs they have in common.
- In what ways do individuals sometimes view others in the world as not having the same humanness? Are these hopes, dreams, and desires ones all humans have in common?

Your Ideas

Implications for School Improvement

Most adults spend their lives working on effective communications. They constantly are developing skills on how to relate to others, how to listen, to respond, and how to help others communicate with one another. Teachers must constantly check to see if students are listening. Only through effective feedback from students can we really find out if they are hearing what we are saying.

Unless we are listening too, we may fail to recognize their concerns. The listening must be done in a nonjudgmental way. Students will not speak openly if they think the teacher is defensive.

Adequate understanding comes when there is a planned, systematic effort. A hit or miss, just let it naturally happen way is inadequate.

Understanding student needs, feelings, and interests requires as much planning and effort as teaching.

Effective communications are just as important among teachers, administrators, and support personnel. True school improvement evolves as the staff works and plans together. Changes develop as the needs, feelings, and interests of the whole school community are understood and used in the planning process.

Suggested Ways to Respond

- Design a written form to get the kinds of feedback from students you feel are important.
- If you were describing ideal classroom situations, what are the ways teachers would get in touch with student needs, feelings, and interests?
- Think about the five students you know best. Now think about the five students you know least. What do you know about the students? What could you do to close the gap?
- Try the above exercise with the five teachers you know best and the five teachers you know least.
- Make a list of the reasons why you think this goal is important for understanding your students and for understanding your fellow teachers.
- With other teachers, brainstorm a list of strategies for achieving this goal in your department.
- Ask your students what you could do to help regain the texture and feeling of their age group.

Your Ideas

Goal: Identify how one's own needs, behaviors, and concerns are common to humanity

Implications for Global Education

The focus is often on differences. A global perspective is helping students think about those very different from themselves in human terms. It is easy to think about those who are different as if they somehow don't have the same feelings. Even in the same school this is evident by such comments as:

- They are only blacks or Italians.
- They do not appreciate a home like we do.
- They do not really mind living like that.
- Learning is not important to them.
- They do not value education.

If others are viewed as somehow less human, then we don't have to be concerned about their needs, hopes, dreams, and feelings. However, when students begin to identify the many ways others are like them, understanding begins. Effective working relationships are built on trust, respect, and a feeling that we are equal.

Suggested Ways to Respond

- Have students identify individuals who appear to be very different. Next, search out those needs or concerns they might have in common.
- Identify how two very different actions are often performed to accomplish a goal.
- What are the different approaches used to bring about peace in the world?
- What is it about the subject matter you teach which helps each student understand what being human means?
- What social and personal needs does a study of your subject area provide for?
- Collect a set of pictures and photographs of babies from all over the world. Also include a picture of each student and yourself. Make a collage of these babies, students, and yourself. Discuss the relation of these babies to your subject matter.
- Have students identify basic human needs and concerns. Develop collages, bulletin boards, and presentations to show how different cultures solve these needs.

Your Ideas

Implications for School Improvement

Effective working relationships are often destroyed if we believe another has totally different values and little is held in common.

When staff members identify what they have in common, they are better able to work together. When concerns surface, the first task should be to see what is held in common. After common agreements are identified, the differences should be examined.

Suggested Ways to Respond

- What needs, behaviors, and concerns of yours are most likely the same for your fellow teachers—your students—your administrators—your support personnel?
- Have staff members identify what they have in common.
- Have each student write one thing which is alike about each student on the class list. Keep each copy for the students to refer to when they tutor in pairs, work in groups, or get into arguments or conflicts.
- Take time with your fellow teachers to arrive at a consensus on common needs or goals for teaching in the same subject area or location in the building.
- Have your students list the areas of disagreement they have with you. Considering the disagreement, consider what teacher and students have in common. Is there disagreement about goal or method? What would bring the teacher and students together?

Your Ideas

Goal: Valuing working collectively to solve complex problems

Implications for Global Education

The image of the lone cowboy riding off to tame the Wild West holds an appeal, especially to Americans. The rugged individual acting alone to save the situation, to build the empire, or to right all wrongs is a pleasing notion. The lone eagle has a place of respect in our history.

In real life going it alone is not always possible, realistic, or desirable. International issues demand cooperation. Solutions must protect the interests of both parties. Often, problems will be solved only if both parties agree to act.

The necessity of working collectively to solve complex problems can easily be seen. Valuing working collectively is an entirely different matter. Valuing working collectively means believing the experience and expertise of others will contribute to a more effective solution than will working alone.

Suggested Ways to Respond

- Consider a list of global problems. Could they best be solved by collective action or by individual national response? Could any of the problems be solved by a nation working alone?
- Discuss how current advancements are made in your field. Probe the issues and look for backup teams and support.
- Analyze current issues and determine if U.S. foreign policy seems to value working collectively with other nations.
- Clip newspaper and magazine articles, and display evidence of working collectively.
- Visit companies, civic organizations, or government agencies in your area. Find out how they approach complex problems.

Your Ideas

Implications for School Improvement

"I'll do it myself. I just can't take the time to meet with others, hear their ideas, and get agreement about what to do." Sound familiar? Sure it does, for we all feel that way at times. There are times when individual action is most appropriate. A team functions best when we act individually to execute the team plan. Generally, the collective work is done in the planning stage, not the executing stage.

There are department goals and school goals, but those goals are implemented when you are working with your students. Administrators often work alone, but work to implement school goals. Working collectively to solve complex problems does not mean you give up individual action.

Suggested Ways to Respond

- Consider a list of two or three classroom problems you want to solve. Would a collective or individual approach be best for you? Your students?
- Identify the strengths you could bring to a team situation. What strengths would you want others to bring?
- How are decisions made in your school? In your classroom?
- How could you increasingly involve students to solve learning problems that are a part of your classroom?
- Discuss with your students how they feel about being involved or ignored in the problem solving process.
- Describe an experience that helped cause you to value working collectively to solve complex problems.
- In some cases, individual action *is* more effective, efficient, or desirable than collective action. Do you feel that you can recognize when each is needed?

Your Ideas

Goal: Spending sufficient time to identify the problem

Implications for Global Education

Most global issues are filled with emotion. The American viewpoint seems so right. The tendency to forget that others may view the issue from a different perspective is natural.

The ability to spend time thinking about the problem can be taught. Often the problem is assumed or someone else's definition of the problem is accepted. All the time is spent coming up with a solution.

Part of a global perspective is helping students to always ask such questions as:

- What evidence is there that the problem really exists?
- Is more information needed?
- Who defined the problem?
- What makes a problem a problem?
- What other definitions are there?
- Does the definition of the problem also carry the solution?
- How do you define a problem so that it's in a form that people can try to solve?

Suggested Ways to Respond

- Devote class time to learning how to identify problems.
- What are the problems that exist in your content area? How were these problems identified?
- Ask students how they would teach someone to identify problems.
- Give the students a theme (food, population, inflation, energy, etc.) and ask how they would gain information in order to identify the problems in the field.

Your Ideas

Implications for School Improvement

There are large numbers of educators who have everything completed for their Ph.D. or Ed.D. *but* the dissertation. The reason for this is generally the inability to be able to identify a problem. When it comes time to tie a problem down so that it's free from confusion or ambiguity, there seems to be a shortage of problems. Since we know that a shortage of problems does not exist, it must be something else.

The tendency to develop action plans and get on with the solution before the problem has been defined is common. We are conditioned to moving, doing things, solving the problems, and getting the job done. As members of a school staff we have all helped implement a solution only to find the problem did not go away. We often were simply working on the wrong problem.

A school staff or individual teachers should spend appropriate time and effort identifying the problem before developing plans to solve it. When you know what you really want to do, you can do it. It is the knowing what to do that is the difficult task.

Suggested Ways to Respond

- What are the major obstacles you encounter in having students understand and experience the four major themes of this program? What additional evidence do you need to be able to define these obstacles in such a way that you can plan solutions?
- List the five most critical problems you feel exist in the classroom. Next, have the students list the five they feel are most critical. Compare teacher and student perceptions. Cite evidence that the problem really exists.
- Ask other teachers about techniques they use to identify problems.
- How does your department or staff identify problems? How could they improve this process?
- Ask students what makes a problem a problem.
- Ask students to identify the problems they spend time trying to solve. Next, ask them to share how much of their time is spent solving someone else's problem. Considering specific situations, would things be better or worse if we would let the other person solve her/his own problem?

Your Ideas

Goal: Withholding judgments until gaining enough evidence to make a judgment

Implications for Global Education

Most issues are far more complicated than we first realize. Students have a tendency to make quick judgments without first considering the complex nature of most issues. Students gain a skill needed for a global perspective as they learn to withhold judgments until they collect adequate evidence on which to make a judgment. Teachers can assist students to gain this skill by asking questions such as:

- How does the other person view it?
- How might you collect more information?
- What other issues influence this?
- What trends are developing?
- What might have been overlooked?
- Is there more than one interpretation?
- How can you tell when you've already made a judgment?

Suggested Ways to Respond

- Identify the issues, ethics, and controversies in your subject area.
- Hold regular weekly forums or class discussions with students using the questions above as a guide.
- Ask students to list the kinds of situations in which they make snap judgments. Have them discuss the consequences of making hasty decisions and what kinds of evidence they need to make more reasonable judgments.
- Discuss the forces in our culture that tend to reward snap judgments
- What are the negative things individuals might say about you when you actually do withhold judgments until you gain enough evidence to make a judgment?
- List all the "sayings" that tend to support snap judgments. For example: "He who hesitates is lost." List those "sayings" that support thoughtful consideration. Example: "Look before you leap."

Your Ideas

Implications for School Improvement

We all forget what being an adolescent was like. Even if we promise ourselves to remember, it slips away. Our perspectives change, and other things become more important. For those of us who are teachers, it is important to regain some of that feeling for the texture of adolescence, to cultivate empathy, to stop making assumptions about what young people are thinking and feeling, to start asking them, and to listen intently to their answers.

We need to withhold judgment until we are ready to view the world through the eyes of our students. Our priorities are often not their priorities. When we are able to understand the many pressures of their environment, then we have gained enough evidence to make a judgment.

The ability to withhold judgments is a skill to be practiced in other areas, too. How often have you made a snap judgment over coffee in the faculty room or in the back row of faculty meetings?

Suggested Ways to Respond

- Design at least four activities for yourself which will help you see things from your students' viewpoints.
- Considering the age of your students, what are the typical student behaviors that most anger or "bug" you?
- What trends do you see developing in your classroom?
- What stereotypes do you use for other teachers or for administrators? What evidence do you base these decisions on? How do these labels affect your working relationships?
- Share with your class examples of student behavior and the judgments you made about that behavior. Ask for student feedback about your perceptions.
- Ask students to give examples of teacher behavior and the judgments they made about that behavior. Share with them your perceptions.

Your Ideas

Goal: Learning to intellectually and emotionally tolerate ambiguities

Implications for Global Education

Many students feel it is wrong not to make judgments. Things are right or wrong. It is good or bad. To tolerate vagueness means you are weak or unclear. Emotionally, many students are unable to accept that differing ideas are okay or that it is intellectually acceptable to tolerate ambiguities. It is also difficult to really believe there are two or more possible solutions or values that may be equally acceptable.

Student acceptance of other students and adults will be increased if they are able to stay open on issues.

Suggested Ways to Respond

- What are ways you could help students reach this goal through their homework?
- In class have students develop a list of decisions they will need to make over the next several years. Do the decisions involve a simple yes or no answer, or might there be several possible solutions?
- How might this goal help students be more accepting of other students and adults?
- Ask students to list current world problems or issues. Identify those that have two or more possible solutions or that have two or more value positions.
- Develop three or four categories that you could use instead of a "yes-no" category.
- What are the disadvantages of tolerating ambiguity?
- What advantages might come to those who can tolerate ambiguity?
- With your class, identify a global issue in your subject area. Put a continuum line on the blackboard, with the most extreme positive and negative positions at each end. Then identify several intermediate positions.
- Has your community or school ever become polarized on an emotional issue, with almost everyone seeming to take a stand on one side or the other? If so, discuss this in class. What happened to the few who took intermediate positions or who tried to show that there might be more than two possible positions? Is polarization a natural result of reacting emotionally to complex problems?

Your Ideas

Implications for School Improvement

The results of new programs or ideas tried out or implemented by a staff are not always immediately apparent—or the results may be mixed. The faults or lack of immediate results in new programs are noticed when the same faults in existing programs are frequently overlooked.

New behaviors, new ideas, and new environments often bring uncertainty and vagueness. Effective working relationships can be enhanced if we can learn to live with some uncertainty and vagueness. A typical response to ambiguities is to lash out, cut down, or condemn that which is not fully understood. It is also difficult to accept that there might be two or more possible interpretations or meanings to a situation or issue. The intellectual acceptance may be easier to achieve than the emotional acceptance.

Working relationships will be enhanced by a willingness to stay open on issues and by allowing other staff members the privilege of taking their time to reach cloture or perhaps the privilege of never reaching closure.

Suggested Ways to Respond

- What are the school issues that divide the staff? What is being done to help each group understand the other's position?
- Why are faults in existing programs frequently overlooked? Think of a situation and list the faults that are now being overlooked.
- Discuss in a staff meeting the differences between reaching a decision by consensus rather than voting.
- What are some reasons for not evaluating new programs as soon as they are implemented?
- When trying to reach a decision, sort alternatives into three or four categories instead of simply "yes-no" categories.
- What do you do in your teaching to communicate the understanding that things are seldom simple and clean-cut?

Your Ideas

Goal: Identifying and understanding the forces that can enhance or inhibit effective group work

Implications for Global Education

Individuals do not naturally know how to be effective group members. Individual behaviors can be destructive or constructive. Assuming those gathered together want the group to function, there are some rather fundamental behaviors all members must observe.

Some of the fundamentals are:

- Respecting each individual.
- Sharing responsibility for the task to be accomplished.
- Willingness to contribute the strengths you have.
- Willingness to recognize and use the strengths of others.
- Wanting all parties to have their needs met.
- Being willing to listen to other points of view.

These are but a few of the fundamental behaviors that enhance group effectiveness. An absence of these behaviors inhibits group effectiveness.

Even when group members have similar goals, customs, traditions, and lifestyles, the fundamental behaviors that enhance a group's effectiveness are difficult to practice. When members do not share common traditions, or may even be distrustful of each other, the fundamental behaviors are extremely difficult to practice.

There are many issues that require individuals from different countries, backgrounds, values, and customs to meet together. The ability of the individual members to practice constructive behaviors is often the difference between conflict and mutual understanding.

Suggested Ways to Respond

- Have your students brainstorm the forces that enhance or inhibit effective group work.
- After group work in the classroom, ask students to identify the enhancing and inhibiting behaviors.
- Have students identify a specific enhancing behavior and practice that behavior over a period of time.
- View other groups at work and analyze the members' behaviors.
- Interview or talk with members of a very diverse group and find out their thoughts and feelings.
- Identify different kinds of roles that group members might play. Role play situations where students act out and discuss different roles.

Your Ideas

Implications for School Improvement

You have often seen meetings with individuals who had a common goal end in frustration, anger, and hostility. Generally, unproductive meetings are the result of individuals who either do not know or refuse to practice behaviors which facilitate group processes.

Unproductive meetings can be teacher-teacher, teacher-administrator, teacher-parent, teacher-student, or student-student. Most of us really do not enjoy operating in unproductive ways. Productive group work and group meetings are possible.

Perhaps the best way to improve a group is to ask the members to draw upon their own wisdom and expertise. After each session ask such questions as:

- What were the positive/negative behaviors?
- What kept us from or promoted accomplishing the task?
- What would we do differently next time?
- How did each member show a willingness to have everyone's needs met?
- How could we better utilize each others' strengths?

Suggested Ways to Respond

- Devote the next meeting to identifying the forces that enhance or inhibit effective group behavior.
- Request that the next inservice day be built around effective group techniques.
- Ask another staff to observe your students when they are involved in groups and report the positive and negative behaviors observed.
- Select a positive behavior you know you need to improve, and work on that behavior over a period of time.
- Ask your students to tell you the positive group behavior you exhibited—also, behavior that could be improved.
- Designate someone to be a process observer at each of your department meetings.

Your Ideas

Goal: Applying the appropriate skill to help a group improve its working relationships and its effectiveness

Implications for Global Education

Within the U.S. there are regional characteristics that are taken into consideration when conducting meetings. Sometimes this comes as a surprise. An even greater surprise is to find that not all people of the world operate in the same fashion as people in the Western World.

Within the school, community, nation, and world, individuals find themselves involved in meeting and working with others. In the school setting there should be opportunity to apply and increase small group skills.

Suggested Ways to Respond

- Ask individuals with knowledge of other cultures to discuss how group processes might be different in other cultures.
- Identify within your school opportunities to apply good group skills.
- Ask your students to identify good group skills.
- Share with your students what you know about group skills.
- Encourage students to apply good group skills to help improve the work of their student government and class committees.
- Invite persons from the community who have had experience in other cultures to share the differences in working relationships they have observed.
- What traits might some United States' citizens have that would be offensive to other cultures?
- What traits have you observed in other cultures that many United States' citizens find offensive? What makes a behavior offensive in one culture and not in another?
- There are different and diverse communication patterns. Ask students to share how they use a variety of communication patterns and the consequences of using or not using a variety of patterns.

Your Ideas

Implications for School Improvement

Every group member is responsible for the group. The chairperson or recorder does not have more responsibility, but a different responsibility. You spend much time in groups, and if you have good group skills, then you should assume responsibility to share your skills with others.

Some of the ideas you want to share are:

- The purpose of the meeting is understood.
- Everyone understands how the group will function.
- Ensure that everyone participates and no one monopolizes.
- Ensure that all points of view are considered.
- Everyone shares ideas and experiences.
- Everyone works toward solutions rather than focusing on why things will not work.
- There is an agenda and people stick to the agenda.
- Everyone respects time limits.
- Everyone will understand what must be accomplished if the meeting is to be successful.

Suggested Ways to Respond

- Ask an observer to attend your next meeting. Give the observer a list of what should happen in an effective meeting. At the end of the meeting, take time to analyze the group's behavior.
- Volunteer to be the chairperson for the next meeting and design and conduct that "perfect" meeting.
- Make a list of what must be done prior to most meetings in order to make them most effective.
- Ask the group you usually work with to spend the next meeting talking about how to have a more effective meeting.

Your Ideas

Goal: Developing an ability to engage in cross-societal and cross-cultural communications about world problems

Implications for Global Education

For most Americans the world is work or play, right or wrong, good or evil, successful or unsuccessful. These polarities can simplify the view of the world. This, with a predisposition to action, provides Americans with a typical method of evaluating and judging by means of comparison. Many Americans tend to evaluate what they see according to the norms of the United States and to decide accordingly that what they see is either better, the same, or worse. They are likely to give advice on the same basis. You should do thus and so because that is the way it is done in America. Some use American standards when they make judgments. They always base their evaluations on a comparison —generally that means that Americans believe what is American is superior.

Americans seldom risk describing or judging something in terms of itself or in its own context. Instead, they insist on a comparison. They evaluate themselves against others like themselves. They judge a book against another book they've read. They judge their own children against their neighbors' children and other people against Americans. They tend to say that it is as good as an American way—seldom do their evaluations say it is good because it meets the needs of the people.

Whenever Americans observe a different way of planting crops, a different government, or a different way of doing anything, they tend to make comparisons on the basis of their conceptions of how an American would behave in a similar context. They arrive at a judgment of good or bad (which may mean that it is either immoral or it doesn't work). Americans usually don't take into account that what they observe or read may be the accepted behavior of members of another culture. They make a direct comparison and draw conclusions from it.

There are many lifestyles and cultures. Those that differ are just different—not necessarily good or bad, but different. If we are always operating in a judgmental mode, then understanding will be difficult.

Suggested Ways to Respond

- Have students think about situations in other nations that they feel are totally wrong. Next, have them try to think of reasons why they might be appropriate in that country.
- What are the qualities a person needs in order to implement this goal in his/her life?
- Imagine you live in a very different culture. Look at the United States and give examples of the "odd" behavior of Americans.
- Role play cross-cultural situations.
- Describe an American house or meal or magazine or movie as if you came from a different culture or even a different planet.

Your Ideas

Implications for School Improvement

The inability to engage in discussions about school problems is defeating. Within any staff there is a wide range of positions. Each position can be respected and eventually understood if the staff values understanding. Understanding eventually leads to a consensus on what common actions will be taken.

Suggested Ways to Respond

- What are the factors that stop communication among your staff members?
- Cite examples of success where understanding in the community has been achieved and yet cultural differences exist.
- Instead of being judgmental, what can you do to better understand students who have a very different culture than your own?
- Ask your students if actions hinder communication between students and teachers.
- If all adults in the school would greet and treat each other in ways that would facilitate communication, would things change? Have students share their observations.
- Ask students to discuss how they go about greeting and treating adults so communications are increased. How do they block communications?

Your Ideas

Goal: Being able to work effectively in groups

Implications for Global Education

Global issues, national issues, and community issues are too complex for one person to understand and solve alone. We *must* work with others. Knowledge about how to work effectively with others has little value unless it is applied.

Students need chances to practice working together on complex issues. Every content area offers many opportunities. Developing confidence and ability in working with others today prepares students to live in a world of the future that will be increasingly more interdependent.

Suggested Ways to Respond

- Have students work in groups on extended class projects or assignments.
- Devote class time to reviewing important skills for effective group work.
- Encourage students to develop methods for assessing whether they are working effectively in a group.
- Have students develop assessment techniques to determine if their group is functioning effectively.
- Brainstorm how an individual can use a group. List ways other than committee reports.
- What are the advantages of being able to work effectively in groups? What additional skills might students want to develop?
- Ask your class to identify examples from history illustrating how groups formed to get something constructive accomplished.
- Make a study of the role of special-interest groups in our nation today. How does what they accomplish affect everybody?

Your Ideas

Implications for School Improvement

School is a collective endeavor of parents, students, the school staff, the community, and outside agencies. The quality of education provided by a school is affected by the ability of all these groups to work together.

Every teacher belongs to a variety of groups. Almost all teachers complain about the amount of time they spend at committee meetings. Being able to work effectively in groups means that you can reduce the amount of time you spend in meetings and increase the amount of time you spend doing other necessary things.

Suggested Ways to Respond

- Evaluate the role or roles you play in your department meetings and other committee meetings. Do they promote group effectiveness?
- Brainstorm ways that your department could improve its effectiveness.
- Ask another teacher to observe your class to give you feedback and suggestions on the way your students work together.
- Encourage students and teachers to assume the role of process observer in group meetings.
- Ask the students to survey their parents and ask the amount of time the parent spends working as a part of a group. Also, ask parents why they do or do not value this goal.

Your Ideas

Goal:

Implications for Global Education

Suggested Ways to Respond

Your Ideas

Implications for School Improvement

Suggested Ways to Respond

Your Ideas

Goal:

Implications for Global Education

Suggested Ways to Respond

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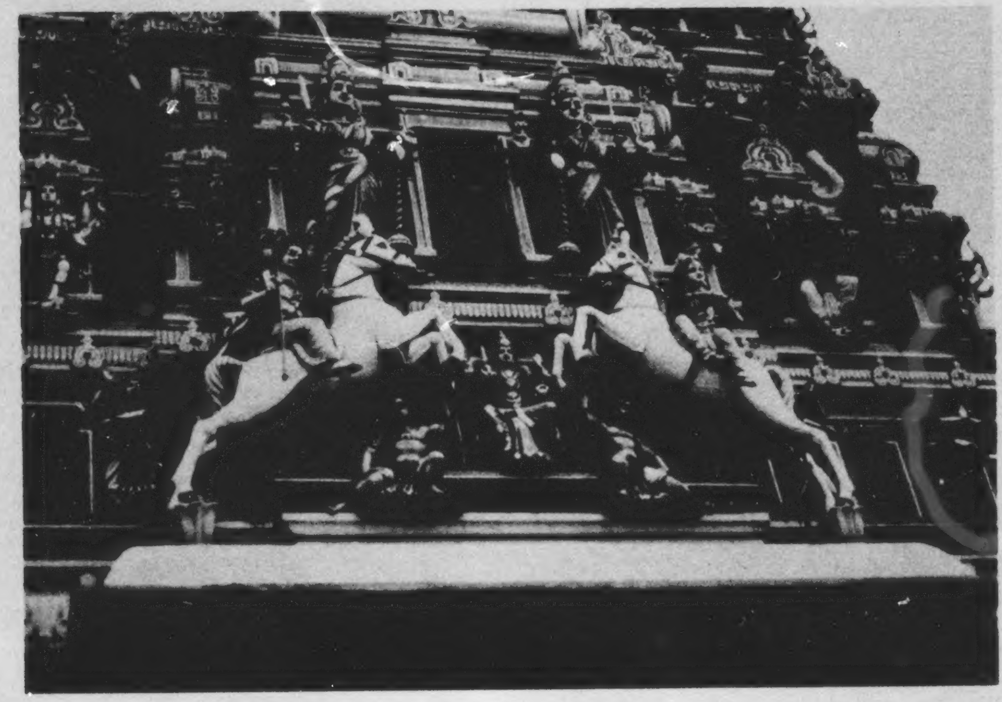
Suggested Ways to Respond

Your Ideas



Theme 4:
Understanding Prevailing World Conditions, the Process of Change, and Emerging Trends

Acquiring the skills to understand prevailing world conditions, the process of change, and emerging trends takes a person far along the path toward being educated. The qualities of an educated person are worth reiterating. Educated people are always probing issues. They are growing from dependence to independence. Far from being slaves of habit, they are always examining their habits, lifestyles, and modes of thinking. If changes are needed, changes are made.

Educated people are always asking, "Why am I doing this? Is this the best way to do it? How do others see it? What about the unexamined consequences? Who is probing? What else is possible?" They live the examined life. They see issues as they relate, not as isolated fragments. They try to become their own teachers but are eager to share and to learn from others.

Teachers hope to cultivate these qualities in their students. They choose materials that encourage thinking rather than memorizing. The curriculum is question-centered and problem-centered, not answer-centered. Teachers believe that learners can generate questions and search for answers. They help learners develop skills needed to find answers. The skills and information will be useful to students for the rest of their lives. Basic themes, concepts, ideas, threads, trends, and theories guide the learning experience. And valuing is never forgotten.

You can also help a student begin to identify the emerging trends in your content field. Present trends and possible alternatives need to be considered. These considerations expand your content.

Students will not immediately understand how to go about analyzing present conditions or emerging trends for impact. It isn't easy to do. This type of planning is not always done. If the thought is new to you, then enjoy learning and discovering with your students.

Teachers in every discipline can help students learn how to exert pressure for change. Change has nothing to do with liberal or conservative thought. Change is responding to our environment. Most teachers feel that certain changes perhaps should take place or could take place if pressure were exerted in the right place or if certain things were done to bring about change.

Many teachers and students are really very slow to change. They keep old behaviors when they should take on more mature behaviors. Teachers can help students change and mature by using the subject matter content of their discipline and study can help teachers to do likewise by constantly asking why.

Goals:

- Planning and implementing change strategies Page 102
- Having a positive attitude toward change and dealing with change Page 104
- Understanding that different people with different values may have different attitudes about change Page 106
- Identifying and understanding the kinds of forces that can cause social, political, economic, technological, and environmental changes Page 108
- Understanding that the decision to make changes should be made carefully and that change for the sake of change is not inherently good Page 110
- Identifying how individuals and groups can bring about change Page 112
- Understanding that change strategies need to be continuously monitored, evaluated, and revised if they are to succeed Page 114
- Acquiring and using information about world issues Page 116
- Making systematic comparisons, making and judging logical inferences, creating and testing hypotheses, categorizing, and classifying Page 118
- Analyzing the judgments and the predictions of others for underlying assumption Page 120
- Anticipating consequences of actions as well as being willing to live with the consequences Page 122
- Identifying choices and alternative actions in managing diversity, change, conflict, and resources Page 124
- Gaining knowledge and content about prevailing world conditions Page 126
- Understanding the nature of power politics and its effects on humankind Page 128
- Perceiving that the supply of many of the world's most critical natural resources is finite Page 130
- Identifying alternative futures and emerging trends Page 132
- Developing an ability to analyze present world conditions and emerging trends for their impact on one's self and one's community Page 134
- Developing an ability to estimate the impact of present world conditions and emerging trends on other people and their reactions to these changes Page 136
- Identifying values one would like to see maximized in future world systems Page 138

Goal: Planning and implementing change strategies

Implications for Global Education

Understanding the process of change is like riding a horse. You can read about it, watch films on it, talk to people who've done it, but it's still not the same as doing it yourself.

Schools provide a nonthreatening environment where people can experiment with change. To expect students to actually become involved in planning and implementing change in global issues may be expecting too much, too soon. But they can become involved in planning and implementing changes within their community and school.

By actually going through the process, students can develop and apply the skills for planning, implementing and evaluating change that will be useful in the future.

Suggested Ways to Respond

- Involve students in simulation games—either ones you've invented or ones available commercially.
- Encourage students to visit various advocacy groups in the community and to become involved in their programs, perhaps as an independent study project.
- Have students select a current issue of concern in the community, region, nation, or world and then develop a detailed change strategy. Invite other students, teachers, or key experts to critique the plan.
- Assist school, student government, and class organizations to plan and implement change programs effectively.
- Have students apply the following test to a change strategy they would like to implement?

	True	False
1. What makes sense to us will make sense to potential users.	______	______
2. Goals stated generally will be understood in specific terms.	______	______
3. It's generally easy to discover the problem to be solved.	______	______
4. We can ignore the social context of settings and concentrate on selected individuals.	______	______
5. If our program is designed well, it will be accepted by others.	______	______
6. We know who the important actors are in terms of gate keeping, setting opinions, and early adopters.	______	______

Your Ideas

Implications for School Improvement

The value of understanding the change process lies in a person's ability to apply it. Teachers become more effective in their classroom and in their departments if they have developed and improved their skills for managing change.

Often, as we plan lessons we go through the process routinely—reaching for the tried and true—rather than experimenting. Our planning for change is an unconscious process; our implementation is automatic. The classroom can be infinitely richer if planning and implementation are done consciously and if all the alternatives are fully explored.

Suggested Ways to Respond

- Identify a major change that you would like to make in your classroom. Plan, implement, and evaluate a program for accomplishing your goal. Share what you've done with another teacher.
- Become involved with other faculty members in planning change strategies for your department or your school.
- Study the other goals in this section for more ideas relating to different parts of the change process.
- Ask students to finish the following sentence: If it is not necessary to change ____
- Divide the students into small groups and ask them to develop a list under the topic "What we have learned about how to get people to change."
- Share with your students what you have learned about how to get people to help you bring about change.
- What do you do if nobody but you sees a need for a change? What if everybody agrees with you that a change is desirable, but nobody is willing to do anything to make it happen? How would your students answer these questions?

Your Ideas

Goal: Having a positive attitude toward change and dealing with change

Implications for Global Education

Students are interested in knowing how changes occur. Most students are experts in understanding how to change their immediate world—how to get mother or father to say yes or teachers to react in predictable ways. Students don't often perceive how the change process relates to organizations and to issues of major concern. Understanding how changes occur in the world is even more difficult.

Present and past world conditions in every discipline provide myriad examples of changes and the consequences of change. In history, economics, politics, mathematics, language, music, art, and science, changes are continually occuring, often with unanticipated consequences. Every classroom can become an arena for examining and understanding these changes. From understanding comes the ability to deal with change and to plan for change.

Suggested Ways to Respond

- Have students create a plan to change an organization in the school or community. Detail all the factors that must be considered.
- Have students describe examples of changes in their lives that occurred as a result of outside influences which they did not control.
- Ask students to develop and share their theories of how changes occur.
- Consider your classroom setting and formulate generalizations about the changes that occurred this year.
- Formulate generalizations about how a specific global change has occurred.
- Brainstorm a list of global changes that have occurred during the last five years.
- Ask students to brainstorm a list of major changes that have occurred in a given discipline and have them trace the consequences of these changes.

Your Ideas

Implications for School Improvement

Change is an integral part of all schools. Teachers plan and teach to bring about changes in students. Students change as they grow and mature. Teachers change as they grow professionally. Schools change as their staff, students, and goals change. A different mood of the teacher, a different type of learning activity, a significant event that occurred outside of the classroom—all of these can change the climate in a classroom. We are continually making changes or having to deal with changes.

All too often, we feel threatened, insecure, unhappy, and angry about changes. Changes are disruptive. The status quo is upset. We wish that the changes would stop so we could go on with life. But that's not the way it is.

We need to view change as potentially positive and enriching. We need to be able to examine changes to discover their impact on ourselves and our lives. We need to shift from a passive to an active role.

Since so many changes occur daily within the school, it is the ideal place to learn about change. Both students and teachers can examine the changes that do and should take place. Explore the dynamics, the enhancing or inhibiting factors, and the consequences of change. Plan and implement change strategies.

Through the study of change processes and changes that take place within us and within the school, we can develop the skills and confidence to deal with and accept change.

Suggested Ways to Respond

- What would you be willing to change in your classes? What would you be unwilling to change? Why?
- Describe how change has taken place in the way you act as a professional. What causes you to see the need for change?
- How do you get clues to areas that you need to change in your professional setting?
- Think of a school-wide change and explain how the change occurred.
- Develop a plan to change some aspects of how you are relating to students that hopefully would result in increased achievement.
- Brainstorm a list of changes that you think need to be made in your school. Identify the most important ones and decide what you could do to help accomplish them.
- Think about a school-wide change that made you feel threatened or feel like you were just a pawn and try to identify what it was that caused these feelings and what you would have changed.
- Have your students write short papers on the extent to which they *do* or do *not* feel in control of their own lives. After they've handed in the papers, talk about it together.

Your Ideas

Goal: Understanding that different people with different values may have different attitudes about change

Implications for Global Education

We know from our own experiences that other people in our own culture have widely diverse attitudes about change. The contrasts become even more striking when we compare people from very different cultures.

Because of the complexity of community, national, and world issues today, people with different values and cultures have to work together. Working effectively together means being able to understand where other people are, where they are coming from, and that their attitudes are just as reasonable and valid to them as yours are to you.

For most Americans, change is an integral part of life. We accept, even seek, change. This is not necessarily so for others. Students need help to see that people can have quite different attitudes about change—how much change is good, how fast changes should be made, what kinds of changes are needed—and that these attitudes are based on their particular set of values. Out of this knowledge comes the ability to work with others to solve complex problems and to plan for the future in ways that are mutually beneficial and agreeable.

Suggested Ways to Respond

- Examine Third World countries' reactions to Western music, dress, lifestyles, forms of government, etc.
- Study proposed changes in the global arena that relates to your discipline. Anticipate the reactions of different groups to these changes and the values and attitudes that might cause the groups to take those positions.
- Role play situations where two students represent people with two different value systems. Discuss an issue such as the role of women or the distribution of wealth or the need for schooling.
- Interview different community groups to determine their position on major community issues. Try to determine how their values shape their attitudes about the changes.
- Change doesn't always involve moving forward. In some cases it may involve a deliberate decision to return to a previously successful way of doing things. Can you think of an example of this kind of change?

Your Ideas

Implications for School Improvement

In the mid-60s there was a tremendous outpouring of federal funds for change programs in education. Many of them failed. To the authors and implementers, these programs seemed logical, reasonable, and necessary. Others did not agree and worked in many ways to minimize the impact of the programs.

As teachers in the classroom, we often implement changes only to encounter resistance from our students. Or someone else proposes a change that we react negatively to and they don't understand why.

Planning successful change involves understanding other people's attitudes about change, anticipating their reactions, and working with them. The end result may be to modify the program or even to postpone or eliminate it.

Suggested Ways to Respond

- Consider a proposed change in your school or department that you support or oppose. Imagine the people who would take an opposite stand from yours. Try to identify the kinds of values or attitudes that would cause them to take that position. Contrast them with your own.
- Brainstorm a list of reasons why your students might not want you to completely change the classroom environment or your teaching style. What values or attitudes are implied?
- Identify the reasons why students often do not like substitute teachers.
- Ask your students to think about why they change. Considering the many different ways and reasons one changes, are there generalizations that apply?
- Is change always desirable? What do people mean when they say, "It's not for any good reason—it's just change for the sake of changing"? How can you tell if those people are just being negative or if they have a legitimate criticism of the proposed change?

Your Ideas

Goal: Identifying and understanding the kinds of forces that can cause social, political, economic, technological, and environmental changes

Implications for Global Education

There are many different perspectives that we can use to teach students about present world conditions and emerging trends. We can focus on economics or politics or technology or the environment. Each perspective provides a way for understanding the present situation and the changes that can and might occur. Within each of these arenas, there are myriad forces that cause change. The interactions are complex. They are dynamic and on-going. Economic changes may have far-reaching political or social or environmental effects—both in space and in time.

Traditionally, the approach to understanding the world has been to carve it up into separate disciplines and then to identify the significant actors, events, and dates within each discipline. Helping students acquire a global perspective requires a different approach. Students need to grapple with an issue like the effects of increasing pollution on oceans—to identify the major forces, the actors, the interactions, and the global implications. From this analysis students can then make decisions about future alternatives and the strategies necessary to achieve them.

Suggested Ways to Respond

- Have students diagram an issue or event or problem to determine the forces that influence it as well as those things that it will in turn influence.
- Study major changes in politics, in economics, in religion, and in science to identify the forces that helped to bring about those changes.
- Study major changes in one discipline and identify the impact on other disciplines.
- Read and discuss the Club of Rome Report, *The Limits to Growth*, and the critics' responses to it. Another useful book is Willis H. Harman's, *An Incomplete Guide to the Future*.

Your Ideas

Implications for School Improvement

A classroom is a microcosm of the world. There are many different things happening in the classroom simultaneously. While planning, executing, and evaluating lessons, teachers continually shift their focus. At one point they might be concerned with the kind of learning going on—whether students are able to synthesize, analyze, or only recall. Or they might be concerned with how fast different students learn or which mode of learning works best. At yet another time, they might be concerned with discipline or social dynamics or the level of trust and openness in the classroom.

To bring about effective changes in any of these areas, teachers need to identify and understand the kinds of forces that act to maintain or alter what is happening. Knowledge about factors that influence one area of concern can then be merged with other knowledge to develop a comprehensive and dynamic image of what is happening in their classrooms and why.

The same reasoning is applicable to understanding the total school environment. Understanding the dynamics, the interactions, and forces that enhance or inhibit changes in school is necessary for planning effective change strategies on a school-wide level.

Suggested Ways to Respond

- Make a chart showing the factors that you think affect the learning of students in your classroom. Draw arrows to show how these factors affect each other as well as the final outcome.
- Observe another teacher's class or videotape your own class. Focus on one issue like discipline or the amount of on-task work and try to identify all of the factors that affect it.
- Pick an issue or problem in your classroom or school. Identify the forces that inhibit solving the problem and the forces that would enhance solving it. Diagram your results.
- Identify a change you want to make in the classroom. Share this change with your students and ask them to identify what you could do to help bring about the change. Ask them to list those things you should not do if you want the change to take place.

Your Ideas

Goal: Understanding that the decision to make changes should be made carefully and that change for the sake of change is not inherently good

Implications for Global Education

Every year the outside appearance of every U.S. car changes. Every year fashions for American women change. Why are there these changes? Would it be better not to change?

These questions are rarely asked. Advertisements constantly bombard us with demands for changes in everything from dog food to lifestyles. All too often we accept these changes without examining them critically.

More important changes in economics, politics, technology, or the environment are even more complex and difficult to understand. Often we accept these changes fatalistically.

Part of having a positive attitude about change is to develop a healthy skepticism. We need to encourage students to look for the hidden assumptions and implications of changes before deciding whether the changes are necessary.

Suggested Ways to Respond

- Study major changes proposed at a community, state, national, or global level. Analyze the reasoning for making the change. Compare this with a list of reasons for not making the change.
- Study a major event or change that occurred in your discipline. Imagine what would have been the consequences if the change had *not* occurred.
- Debate a major issue or proposed change. Have opposing sides argue for or against change.
- List the changes you are for as a part of one group but against when you are part of another group.

Your Ideas

Implications for School Improvement

Instructional media, individualized instruction, basic skills, minimal competency, career education, open classrooms—practically every year a new bandwagon appears for educators to jump onto. Many times people have made the leap and invested much time and money only to find that the new program really isn't doing what they want it to.

In classrooms and in our schools, we establish routines for behavior. These routines are useful—they help communications and they allow us to concentrate on the essentials. Changes can be and are often disruptive. We need to weigh the consequences of change before making the decision.

Suggested Ways to Respond

- Examine changes that you are planning to implement in your classroom. Have you identified the results that you expect from the change? Have you decided how the change would affect each person in the class? Have you thought about what would happen if everything went wrong? Have you considered what would happen if you did nothing?
- In your meetings with other teachers, encourage people to present changes in a logical fashion. Ask them to indicate the reasons for the change, the expected results of the change, and the process and timeline for implementation so the group can make an informed decision.
- Observe a group reaching a decision about a change. Try to identify how they made the decision.
- List some changes in education that you feel were not productive.
- List changes within the teaching profession that you see taking place. What forces pushed for the change? What were the sources of resistance?

Your Ideas

Goal: Identifying how individuals and groups can bring about change

Implications for Global Education

It is natural to feel that one individual or one group can't make a difference. In some situations that is true. Sometimes a person's actions have little or no consequence. Yet, there are many times when an individual can influence decisions. Helping students see how they can use what they are learning in your class to make positive changes makes the content more valuable.

A good example for students to study is the area of conservation of world resources. The smaller car, the change in lifestyle, and the ways to conserve world resources are easy to understand.

Other direct examples are economic decisions. Shall I vote for world trade and buy a Volkswagen or a Toyota? Clothing, electronics items, and, in fact, almost everything we could want—all are a choice for world trade or not.

Perhaps even cultural understanding is a direct example. Attitudes about individuals who are different can be seen rather directly. To travel overseas or not, to have a foreign exchange student or not are other examples where one person's action can be seen.

Students will need help in seeing how they can make any difference in such areas as population, food production, or armament.

Suggested Ways to Respond

- Have students find examples in newspapers and magazines of individual or group actions making a difference.
- Discover how your actions in the classroom make a difference to yourself and to others.
- Identify strategies that individuals or groups use to have an impact on issues.
- Compare and contrast the strategies that individuals or groups in different countries and cultures use.
- Discover whether different kinds of issues have required different strategies.
- Study various propaganda techniques and other ways in which local, state, national, and even international opinion is shaped. Do we really make up our own minds? How can we be less susceptible to opinion-shaping and more independent in arriving at our own decisions?

Your Ideas

Implications for School Improvement

Sometimes the environment in the school is not all a teacher or groups of teachers would like it to be. Then the tendency is to think of ways others can solve the problem or to think of ways others ought to change their behavior.

Another approach is to think what we, as individuals, could do that would make a difference. Our actions frequently do not have an immediate result. However, over a period of time our influence can be felt.

There are hundreds of examples where teachers refused to give up on a student and their actions made a difference.

There are examples where an entire staff refused to give up on a school situation and it made a difference.

There are a few examples where a staff refused to give up on a community and it made a difference.

There are examples where students refused to give up on teachers when they were having difficult times and they made a difference.

Suggested Ways to Respond

- Identify something you alone are trying to accomplish. Justify to yourself why you feel that your actions will make a positive difference.
- Analyze what you do to convince your department members to do something. Compare this with what you would have to do if you were a complete stranger to them. What are the differences? What does this tell you about effecting change?
- Compare successful change efforts and unsuccessful change efforts made by individuals in your school and identify the differences.

Your Ideas

Goal: Understanding that change strategies need to be continuously monitored, evaluated, and revised if they are to succeed

Implications for Global Education

"The best laid plans o' mice and men gang aft a-gley."—Robert Burns

Remember the War on Poverty, the Edsel automobile, the green revolution in Asia, DDT, Apollo I3, the Titanic.

The environment within which we plan and implement changes is never static. As the environment changes, plans and strategies for implementing changes also need to change. The more complex the change, the more people or groups involved, the more necessary it is to continually monitor, evaluate, and revise plans and strategies.

Often, students learn about major changes or events as if everything followed a neat, orderly, logical pattern with no mistakes, no dead ends, no problems, no uncertainties. We need to show students that implementing change or making discoveries is a complex, dynamic, and constantly changing process.

Suggested Ways to Respond

- Examine the procedures that a company in your community uses to monitor and evaluate new programs that it is undertaking.
- Invite speakers from federal agencies to visit your class to talk about how their agencies monitor and evaluate new programs.
- Identify a major change presently being contemplated in your community, region, or in the world. Brainstorm a list of the kinds of events that could take place and would drastically affect the change program. Develop a system for detecting and dealing with these events.
- Study a major discovery in your subject area. Try to identify the steps leading up to the discovery. Look for examples of people pursuing alternative paths and how their work contributed to the discovery.

Your Ideas

Implications for School Improvement

Teaching is a change strategy. We try to change or influence a student's behavior, goals, knowledge, and abilities. The methodologies, modes, media, and materials we apply are the change strategies. Every day teachers modify their strategies for different students or different situations.

When changes are small or when only a few people are involved, our procedures for monitoring, evaluating, and revising our plans can be informal. Implementing changes at a school-wide level requires more systematic procedures. We need to be continually improving our skills to monitor and evaluate what we do—to be continually learning from our experiences and the experiences of others.

Suggested Ways to Respond

- List the kinds of things you look for when you decide to change a lesson plan in the middle of a class. What other indicators might you consider?
- As you plan your next teaching unit, design methods for monitoring the unit as you teach it so that you can determine if it is meeting your goals.
- Brainstorm a list of different methods of evaluating whether students are learning what you want them to learn. Look for alternatives to written tests.
- For every activity you plan, think about what you might do if it doesn't work or it students finish early.
- In planning change strategies with your department or faculty, insist that methods for mid-course monitoring and revision be built into the program.
- Compare changes that worked with those that didn't. Try to identify the reasons.

Your Ideas

Goal: Acquiring and using information about world issues

Implications for Global Education

Much of the information about world events is packaged to create some mind set. We are supposed to think yes or no, good or bad, like or dislike, friendly or unfriendly. The information comes with a given interpretation.

Most teachers want to help students learn how to get accurate information and how to process that information. However, they frequently refuse to tell students what to do because they do not want to build dependency relationships. Instead, they say, "Here is the information. Now what are the options you have and on what basis will you make your decisions?"

When it comes to world issues, many students respond, "It's just too complicated for me. It's just too complex. Let the experts decide or tell me what it means."

Students need the teacher's direction and guidance to feel secure in dealing with global issues. Helping students become independent, not dependent, is a responsibility every teacher in every discipline can assume.

Suggested Ways to Respond

- Create learning situations where students find it necessary to check the accuracy of information.
- If a person does not have the technical information to pass judgment, on what other basis can a decision be made (for example, moral, humanistic, religious).
- As students read information about world events, ask them to identify the interpretation being given to the information.
- Compare articles from different magazines describing the same event.
- Many experts in Washington, D. C., report that newspapers are their main source of information about world affairs. Does this information influence your feelings about experts?
- Teach your students to cite their sources of information, both in class discussion and in written assignments. "They say—" and "I read somewhere—" are not acceptable.

Your Ideas

Implications for School Improvement

Teachers are constantly being bombarded with information from students, parents, fellow teachers, and administrators. Much of this information is meant to cause them to react in certain ways.

A staff will make intelligent decisions about what it is they want to do or the responses they want to make *if* it:

- Defines what it really wants to do by making sure its priorities are in order.
- Consider the accuracy of the information.
- Consider the alternatives and the consequences of the alternatives.

A thoughtful decision by a staff will be the right decision for that time, that place, and those conditions.

The decision will probably be inappropriate if alternatives are not considered and data not placed in proper perspective.

Teachers who decide on a learning activity because they have considered the alternatives will make good decisions. Teachers who decide on a learning activity without considering alternatives will probably make a less than desirable decision.

Suggested Ways to Respond

- Consider all the verbal and nonverbal feedback you get from your students and create new ways you can respond to that information next week.
- How do you check the accuracy of articles on education?
- How is information for policy decisions gathered, analyzed, and evaluated? How could this process be improved?
- How do you verify the information you receive about your students?

Your Ideas

Goal: Making systematic comparisons, making and judging logical inferences, creating and testing hypotheses, categorizing, and classifying

Implications for Global Education

The goal indicates learning skills or processes almost every teacher in every discipline feels are essential. These skills and processes are being taught to various degrees.

Global education involves having students able to manipulate information, ideas, and concepts to find answers and to help them make value judgments. These skills and processes must be taught through content. The content does not have to deal with global issues such as food, population, world health, or arms control. However, students must be able to transfer these skills to global issues.

Suggested Ways to Respond

- When you are dealing with the skills listed in the goal as a part of your content area, ask students to transfer the skills to a global issue.
- Discuss the goals with students and ask for illustrations. Have students explain how they might use these skills with global issues.
- Design learning activities that reinforce these skills.
- Illustrate to your students, with specific examples, how they have opportunities to practice these skills in your classroom.
- Attempt to utilize inventory resources available. Many introductory courses in international relations share this goal. Graduate students might be a valuable resource.

Your Ideas

Implications for School Improvement

Being able to use the skills and processes listed in the goals will increase a student's achievement test scores in every content area. A commitment to helping a student acquire these skills and processes will have a number of results. Some of these results are:

- Increased student understanding of why he/she is doing an activity.
- Increased responsibility for his/her own learning.
- Increased ability to be independent of constant teacher direction.
- Increased ability to use information from a variety of sources.
- Increased ability to look at and solve problems using many different disciplines.

Suggested Ways to Respond

- Illustrate how you are helping students develop the skills listed in the goals.
- Have a central office person, district curriculum person, or fellow teachers in your department help you develop techniques for teaching these skills in your discipline.
- How will you evaluate student achievement in these skill areas?
- Are you using these skills in your work in department meetings or faculty committees? Are your fellow teachers?
- How much of what you require your students to do involves memorization of factual knowledge? Can you find ways to cut down on memorizing and increase the amount of time spent on helping students develop higher-level cognitive skills such as analyzing, synthesizing, and evaluating—that is, learning to *think* instead of simply to *remember*?

Your Ideas

Goal: Analyzing the judgments and the predictions of others for underlying assumptions

Implications for Global Education

To understand prevailing world conditions, a student often must probe various issues. Some issues are explored for us by the news media.

The news media with their vast talent and expertise often seize on an issue or event and dissect it in every conceivable way. Other times coverage is superficial. At the same time, Congressmen and members of the executive branch give us various perspectives of the issue or event. All this is good.

The problem is that there are many issues or events that are not subject to such a penetrating analysis. How do we help students learn how to probe? How do we help them see the necessity to probe? What is *not* being said? What needs to be questioned? How could it be that we lived so long in a chauvinistic society? What causes citizens to finally say women should have equal rights with men? By law this was accomplished long ago, but evidently, an insufficient number of citizens did not probe beneath the surface and ask what was really happening.

What are the events, issues, and questions in your discipline that students should be probing? A teacher might ask such questions as, "If we're doing this, then what are the implications for your life? For all American citizens? For the world's environment and all of the world's people? Does it promote peace? Or, who gains? Who loses? What will be the impact of the technology on various groups? Does this signal a change in lifestyle or a shift in values? Assuming a high inflation rate, what conventional wisdoms should be questioned?"

Suggested Ways to Respond

- Select advertisements or TV commercials for analysis. Probe them for the hidden assumptions, the hidden meanings.
- Analyze newspaper editorials or articles by columnists to determine their positions and the facts and assumptions supporting those predictions.
- Read a science fiction short story or book. List the assumptions that the author makes about the future nature of man or the future state of technology.
- Hold a debate on one of the major events or issues in your discipline.
- Make a chart or visually diagram an argument or prediction to expose the logic and the hidden assumptions.

Your Ideas

Implications for School Improvement

Often we tend to accept conventional wisdom or surface opinions. For example, all the parents feel this way or that way. Often, on probing an issue, the conventional wisdom does not hold up.

We all have had experiences hearing that "the majority of the staff feels this way." Or perhaps, "This is the way it should be done." It is very possible that when an issue, common opinion, or policy is carefully studied, no one is really very pleased about what is happening. Probing an issue may help the staff look at new evidence or re-examine issues in a different light. Probing causes an individual or staff members to gain a more accurate perception of what they really feel or what is really happening.

Suggested Ways to Respond

- Attempt to reconstruct how a decision was made in a meeting you've just attended. Try to identify both what was said and done as well as what was left unsaid.
- Brainstorm ways to find out how your faculty really feels about an issue before it's brought up in a faculty meeting.
- Identify the assumptions that you automatically make when you make decisions as a teacher in your classroom, as a department member, or as a member of the total school staff.
- Identify and discuss the assumptions that your department makes about its program as it begins planning for the coming year.
- What unspoken assumptions about students shape the decisions made in your department? By the faculty as a whole?
- What assumptions about *parents* affect what the faculty decides to do—or not to do?

Your Ideas

Goal: Anticipating consequences of actions as well as being willing to live with the consequences

Implications for Global Education

Silent Spring came true in part. Since the action (using DDT) was taken without anticipating consequences, damage occurred to the environment.

Student responses to global issues, like those of some decision makers, will often be made without anticipating the consequences of the responses. Also, there are consequences that must be considered if people ignore an issue.

Certainly in most classes global issues are not the topic under consideration. The topic will probably relate directly to the content under study. Even so, teachers can help students increase their global perspectives by always insisting that an effort be made to anticipate the consequences of an action.

Suggested Ways to Respond

- Have students predict the consequences of either mastering or not mastering the course content.
- Develop open-ended questions or themes and ask students to anticipate consequences of various decisions that could be made.
- Ask students to verify that they are aware of and willing to live with the consequences of the last several decisions they made.
- Have students brainstorm a list of life decisions facing them in the next year or so. Ask them to anticipate the consequences of the various decisions that they could make.
- Have students examine the consequences of graduating from high school with different grade averages or the consequences of taking different courses.
- Select one or two current national or international issues and discuss them with your students, trying to anticipate the different kinds of consequences that might follow if the issues were resolved in several different ways.
- Read aloud to your students "Nightmare for Future Reference" by Stephen Vincent Benet. Then ask them to identify conditions existing in the present that might lead to similarly devastating results in the future just because not enough people considered all the possible consequences.

Your Ideas

Implications for School Improvement

The consideration of a wide range of options will bring into focus many different values—often conflicting. Weighing these values by examining the consequences of proposed action is crucial. At the same time, conflicting values and the uncertainty of consequences can lead to procrastination and closure is never reached on a plan of action. To increase accuracy in weighing consequences and to minimize procrastination:

- Analyze each option in terms of the consequences of continuing with the status quo versus the consequences of innovating.
- Compare each option in terms of fairness, appropriateness, consistency, feasibility, and cost in time, money, and energy.
- Publicize anticipated consequences of a proposed action and elicit feedback as to its accuracy.
- Divide the plan of action into phases with "go/no go" decision points whenever there is a reluctance to come to closure due to uncertainty.
- Try alternative plans simultaneously, if practical, with a definite date set to analyze the progress of each plan.

The tendency to pass the buck must be minimized. Individuals and groups should not only take action based on the plans but should also assume responsibility for the action.

Suggested Ways to Respond

- What are some situations in your school that result in a tendency to pass the buck rather than a willingness to live with the consequences (for example, low achievement scores in math or reading and lack of school spirit)?
- Predict the consequences of some aspect of your teaching on students (for example, the way you evaluate students, the level of instructional materials, or the amount of positive reinforcement you give students).
- In your approach to classroom discipline, are students aware of the consequences of their actions?
- Incorporate the above suggestions into the planning of your next teaching unit or into the work of a faculty committee to which you belong.

Your Ideas

Goal: Identifying choices and alternative actions in managing diversity, change, conflict, and resources

Implications for Global Education

Students are confronted in their classroom with cultural diversity. Some students place a high value on grades, others do not. Some value conforming to teacher expectations, others do not. Some value a college education; others value vocational education. There are choices and alternatives in how we deal with diversity. As students become more acquainted with the world, they will have even more contact with other cultures.

Now is the time to practice and explore how to deal with this goal.

When the teacher encounters classroom situations that deal with cultural diversity, change, or conflict, then is the time to help students identify choices and alternative actions. Several choices are:

- Condemn the differences in order to support yourself.
- Examine your own beliefs and see if the change is desirable.
- Accept differences as not good or bad but different.
- Understand the position may be appropriate for some but inappropriate for you.
- Use techniques of confrontation.
- Adopt a "you win, I win" method.
- Adopt an "I win, you lose" method.
- Seek to learn as much as possible about the ways others feel and view things.
- Be open to change or closed to change.

Students need to understand that they have a choice about the way they react to differences. They are or can be in control of their actions. A person can choose to be hostile or open. Each student is responsible for his/her choices and actions.

Suggested Ways to Respond

- Ask students to identify changes that they are now or soon will be experiencing. Ask them to illustrate different ways they could manage the changes.
- Identify problems facing the nation and the world related to your content area. What are possible alternatives in solving the problems?
- Use unfinished stories or incidents and have students develop alternative endings or solutions.
- Using a real situation in the classroom, school, or community, have students develop alternative actions to resolve the situation.
- Have students identify the feelings they have when they are in control of a situation or not in control of a situation.
- Role play situations where students use different strategies for managing change.

Your Ideas

Implications for School Improvement

In spite of the tremendous progress we have made in education, schools still exist where there is serious conflict among staff members, between teachers and students, and between teachers and administrators.

How the staff members deal with diversity, change, and conflict is their decision. A negative position is not necessary. If staff members are dissatisfied with the way they are managing diversity, change, or conflict, there are options. All the resources and talent to identify the options can be found within the staff. It is a matter of wanting to identify options and taking the time to reach consensus about what actions to take.

Suggested Ways to Respond

- Predict the responses the staff will make to help understand and experience the four themes of this program.
- How can you use this goal to improve the climate of your classroom?
- Select a current classroom situation and evalute the choices you have in managing diversity, change, conflict, or resources.
- Predict what would happen to student achievement if you decided to use classroom resources in a different manner. Classroom resources might be time, books, equipment, space, and community resources.
- Brainstorm a list of strategies that your department or staff can use to implement this goal in its normal processes of goal setting and decision making.
- How do you handle conflict in your classroom? How is it handled in your department or faculty committees? In faculty meetings? What are the alternatives?
- It is important for students to understand that conflict can serve a creative and constructive role in certain situations. In science, for example, the clash of different ideas often leads to new discoveries. In human relations, a certain amount of conflict sometimes is needed in order to correct an injustice or to shake up the status quo enough to initiate needed changes. Can you think of other examples?
- Discuss with your students when conflict ceases to be constructive and becomes destructive.

Your Ideas

Goal: Gaining knowledge and content about prevailing world conditions

Implications for Global Education

World events, conditions, and attitudes influence what is happening in the classroom and in every content area. Helping students gain an understanding of prevailing world conditions is part of gaining a global perspective. Often the students' perspectives are so limited that they tend to be unaware of how the world affects them—how their economic well-being, customs, culture, and intellectual opportunities are tied to the world.

Present conditions might also be studied by looking at the impact they have on individuals, groups, communities, and nations. How does a condition affect all of these individuals and groups? Students' perspectives are extended beyond the individual and the community to take in the world. This global perspective adds a new dimension to the content. Students begin to sense that an action can affect one group favorably and be very much of a disadvantage to another group. They see that it's possible to extend thinking beyond their own nation to look at the worldwide impact.

Present conditions might be studied by taking a look at the impact of individual actions on groups, communities, and the world. Students begin to examine how individuals can make a difference—what an individual's actions will or will not do. An individual's actions can influence a particular topic or issue on a community, national, or world level. However, effective actions need to be based on accurate information.

How does your discipline or what you're doing in the classroom help students learn how to probe? Are students learning how to find information? Developing the confidence to accomplish a task? Becoming secure enough to question? Learning to "smell a rat"? Gaining a glimpse of a satisfying world not built on material possessions? Learning to listen so they can learn from others? Learning how to go about checking the accuracy of data?

Suggested Ways to Respond

- Have your students illustrate ways they have learned to probe as a result of experiences in your class.
- Ask students to illustrate examples of surface opinions.
- Have students select a topic, issue, or event and create a plan to probe beyond the surface.
- Relate your content to prevailing world conditions.
- Relate how prevailing world conditions might influence your content area.
- Help students discover where they can find information about prevailing world conditions in an area of student choice.

Your Ideas

Implications for School Improvement

How do teachers get an accurate picture of prevailing classroom conditions? What are the students' perceptions of what is going on?

Prevailing classroom conditions are understood by looking at their impact on individuals. What is the impact of present classroom conditions on the various students? What difference is this class making? At times it is very difficult for teachers to hear out students and not to become defensive. Listen to students. Probe and analyze and try to find out how what's happening has meaning to their lives. The necessity for certain knowledge and skills is quite evident to teachers but often is not evident to students. Allowing students to question will help them grow. Having an accurate picture of prevailing classroom conditions is the first step toward planning and implementing improvements.

A school is more than a collection of classrooms. It is a system and has its own culture. A second step in school improvement is to have an accurate picture of prevailing school conditions. Evaluate the quality of communication among the staff, students, and parents. Analyze the ways in which decisions are made, and become aware of the quality of the working relationships. All this will contribute to a better understanding of present school conditions. With this knowledge a staff can identify problems and plan for school improvement.

Suggested Ways to Respond

- With fellow teachers, develop a list of topics related to teaching you might investigate.
- How might you probe the assumption that you are adequately meeting each student's needs?
- What are the methods you would use to determine if what students were learning in your class would be of value to them in the future?
- Identify or design a form to get student feedback about your class.
- Ask students to suggest areas in which they feel most teachers need a better understanding of the student's perspective.
- Focus your thinking on a single classroom period. One by one, student by student, predict the positive, negative, or neutral influence you had on each person.
- If a teacher overhears students saying that they are bored in the class, why might the teacher get defensive?
- How might you and your fellow teachers collect more information on present conditions in your school?

Your Ideas

Goal: Understanding the nature of power poliitics and its effects on humankind

Implications for Global Education

Power politics refers to the idea that nations and their leaders act and react in order to maximize the power of their nations. To increase the power of the nation is, in effect, to preserve and promote the national interest. And the national interest is the cornerstone of the power politics approach. National leaders determine the national interest as they see fit. The large, developed nation and its official representatives, moreover, are the primary actors on the world stage with business corporations and the-man-on-the-street alike playing only supporting roles. Private organizations interested in foreign affairs are largely thought of, according to power politics, as supporters of actions already taken by national leaders.

The so called "balance of power" is also a prominent feature of this school of thought. Nations maintain peace through the successful balancing of power (usually defined in military terms). Great Britain, for example, neglected to "balance power" between Germany, Russia, and France in 1914, and World War I was the consequence.

The power politics model was widely accepted by many American scholars and policy makers of the 1950s and 1960s, and its influence is still with us today. The Cuban missile crisis of 1962, however, many believe, was a watershed event that signalled the death knell for the power politics approach to foreign affairs. The consequences of "not stopping to think" in the nuclear era were thought to be unacceptable. Many scholars and officials began to write about the inadequacies and the dangers of power politics. Consider, for example, the comments of then Secretary of State Henry Kissinger in October, 1974: "The national interest can no longer be defined or attained in isolation from global interest."

The present generation of middle level and top level foreign policy officials and many high school teachers were largely schooled in the power politics tradition of international relations. Journalists, in particular, still frequently use such terms as a "power vacuum," the "national interest," and the "balance of power."

Power politics has focused our attention on the realm of wars, missile crises, arms races, and high level diplomacy rather than on social and economic issues and the involvement of the individual in world affairs. As such, this approach may be responsible for feelings of "alienation," "helplessness," and "confusion" in the face of structures and processes that many Americans incorrectly perceive to be beyond their ability to understand and influence.

Suggested Ways to Respond

- Discuss events of the past ten years years that make power politics a more acceptable or a less acceptible model.
- Share examples of ways some leaders today both think in terms of and advocate a power politics approach.
- Identify thinking and action alternatives to power politics.
- What are the trends and events of the next five to ten years that will make the power politics mode more (or less) practiced?
- Identify examples of power politics in your content field. What other alternatives are available?
- Show the ABC television netword film "The Missiles of October" to your class and ask, "What was this event an instance of?"

Your Ideas

Implications for School Improvement

The concept of power politics is found in education as well as in every other field. Few classroom teachers want building-level goals determined without their involvement. Teachers want a feeling that they make a difference. When decisions are made without teacher involvement or when they feel someone is saying, "You are not really important anyway," they develop little or no ownership of whatever decision is made.

School boards or superintendents who act in the power politic mode soon reap the displeasure of staff and community. This is easy to see and understand. Likewise, teachers can fall into the trap of making all the decisions and expecting students to support them without question. It is often difficult to see a power politic mode in one's own behavior in the classroom.

Teachers need to decide how they want to treat others. The power politic mode is one alternative in relationships with other teachers, administrators, parents, and students. If one elects to behave this way, one must understand the consequences and be prepared to pay the costs.

Suggested Ways to Respond

- Ask your students to give examples of how power politics might look in the classroom. How do they know power politics when they see it?
- Analyze how decisions are made in your school. How do teachers treat other teachers? How do teachers treat administrators?
- Assuming the Cuban missile crises was a watershed event that "signalled the death knell for the power politics approach to foreign affairs," what were the watershed events in: teacher-student relationships?
  teacher-admininistrator relationships?
  administrator-teacher relationships?
  teacher-parent relationships?
- Explain the concept to your students and ask how they see the concept played out in the school and community.
- Stimulate a lively classroom debate on the statement "might is right." (You may have to explain that, used in this way, the word "might" means *"power."*)

Your Ideas

Goal: Perceiving that the supply of many of the world's most critical natural resources is finite

Implications for Global Education

Once again, there are so many pieces of the puzzle dependent on each other that it is difficult to get a complete picture. Cost in terms of money and effect on human beings is one piece of the puzzle. Other pieces are population, our ability to conserve, and lifestyle choices.

In addition, there is so much conflicting information. The gloom and doom articles are everywhere. However, other information indicates supplies will be adequate if certain changes are made. There are experts on both sides of the question.

Everyone agrees that a problem exists and there must be better management of resources. Future generations must be considered, and increasingly, there will be a different world-wide distribution and consumption of the resources.

Suggested Ways to Respond

- What can individuals do to become better informed about the rate of depletion of natural resources?
- What responsibilities do individuals have to future generations?
- To what extent is the United States dependent on foreign countries to supply our needs for resources? On which resources are we the most dependent?
- What resources do we supply to other nations?
- What are the issues involved in a changing distribution and consumption of resources?
- How do these questions relate to your subject area?
- What activities can you use to illustrate this goal in class?
- Illustrate how the world can or cannot continue to support the lifestyle found in your community.
- Oil, coal, and natural gas are non-renewable energy sources which can be monopolized by large corporations and sold to individuals at high prices. On the other hand, solar and wind energy are renewable resources which are available free to anyone who learns how to build a solar heating unit or a windmill. What are the social, political, and economic implications of the big difference between these two kinds of energy sources?

Your Ideas

Implications for School Improvement

There are limits to the resources that are available to education. Time is probably the most limiting resource. Equipment, books, and space could always be increased. There never seems to be enough.

Teachers need to be increasingly more effective in the use of certain resources which they can control. Time is one of those resources. Others are creativity, imagination, and tenacity. Only so much can be accomplished during a given school year. Stop, look, and see if you are managing the resources you control to your best advantage.

Suggested Ways to Respond

- Keep track of your day in fifteen minute segments. Analyze the results.
- How will the goals and objectives for your class help students lead productive lives in the future?
- Have a fellow teacher observe your class and give you suggestions on how to make better use of time.
- List all the things you are doing for students that they probably could do for themselves.
- What are you doing differently in your classes this year as compared to last?
- How efficient are the committees to which you belong? Analyze how time is spent in a faculty meeting.
- What about other kinds of waste? Students might do an analysis for a week of all of the food that is thrown out uneaten at the end of lunch period and make some recommendations based on their conclusions.

Your Ideas

Goal: Identifying alternative futures and emerging trends

Implications for Global Education

Content will become more alive if students understand the connection between what they are learning and the future. Teachers in every discipline can help students learn how to think about alternative futures and emerging trends.

What is happening in other parts of the world that may affect the future in the areas we are studying? What events already are set in motion that will create trends?

For example, emerging trends might be considered by a teacher in a basic accounting or bookkeeping course. The use of computerized banking systems and total purchase systems could be an emerging trend. Will individuals continue to carry and use money, or will our concept of money change? If this trend continues as many people predict, what will be the impact on individuals or communities? How will it change our lifestyles? How will it change the working conditions for the people in accounting? What new skills must we gain? What are the questions we must begin to consider for the future? How do we cope with the change that is coming or prepare for it? Are there alternatives?

In language arts, a teacher might consider the potential ways to communicate in the future and their impact. What are the alternatives that might be available? Are there new skills that students need to be aware of? What are the emerging trends in communications? How would we go about discerning them? What is the impact on the person and what does it have to say about future lifestyles?

The examples we could think of in biology are very obvious. Genetic control, genetic engineering—are these real possibilities? What will life be like? How do we prepare to cope with them and manage them?

Suggested ways to Respond

- Have students develop alternative futures in your content area by:
  - Brainstorming
  - Delphi probes (see what experts say)
  - Writing scenarios
  - Trend extrapolation
  - Imagining the impact of technology
  - Attitudinal shift
  - Studying other disciplines
  - Analyzing world events
- Have students use the techniques listed above to generate alternative futures and to predict trends for themselves.
- Examine magazines and newspapers or interview community resource people for information about emerging trends or alternative futures that relate to issues in your community, state, the nation, or the world.
- Is it possible to shape the future by *rejecting* an emerging trend? Could anyone have stopped the development of the atomic bomb? On the other hand, popular pressure *has* seemed to curtail to some extent the development of biological weapons. When do people see danger ahead clearly in time to do something about it?

Your Ideas

Implications for School Improvement

A school staff may operate on a day-to-day or year-to-year basis with little direction or consideration of where it is going. Events just naturally shape direction, and the school responds to various pressures.

An alternative mode would require a staff to conscientiously and systematically examine alternative futures and emerging trends. Staff members must answer the question, "In what direction should we be moving?"

Almost always the press, radio, television, and speaker consultants deal with the future in a negative way. The constant barrage of negativism has generated frustration and despair. Most thinking about the future is in negative terms. A staff must also be able to perceive positive options and viable alternatives.

Suggested Ways to Respond

- A staff or individual develops responses to the following questions:
  - What trend are we following?
  - If we continue the trend, where will it lead?
  - Is the present trend consistent with what we really believe?
  - What other options are possible?
  - What are the paths other groups would like to see us take?
  - What are the various current trends in education?

Your Ideas

Goal: Developing an ability to analyze present world conditions and emerging trends for their impacts on one's self and one's community

Implications for Global Education

We are enmeshed in a web of institutions, events, and forces—an interrelated system where events that occur on the opposite side of the globe can have significant impact on our daily lives. Everyone remembers the oil embargo. Yet most of us are unaware of the myriad ways in which we and our communities are linked to global issues.

That global issues and emerging trends have an impact on each of us is undeniable.

Citizenship entails responsible action based on an understanding of the issues and of their impact on ourselves and our communities. Being a global citizen requires a commitment to action at the local level.

Often students examine issues of national or international significance without understanding how these issues affect them directly. Dealt with in the abstract, these issues are not nearly as meaningful to students as they would be if they were able to analyze each issue for its impact on them.

Suggested Ways to Respond

- Have students prepare posters to show the variety of consequences that a major issue could have on them and their community.
- Have students examine an emerging trend to determine what the consequences of that change will be in general and then to decide how those changes will directly affect them and their community.
- List the emerging trends that your students feel are developing. Brainstorm a list of issues, events, problems, and achievements and then ask if anyone can sense a trend.
- Have students identify present world trends in areas such as population, communications, world health, arms race or foreign investments and trade. Select a single trend and list the possible impact on individuals.

Your Ideas

Implications for School Improvement

Surviving change requires that we learn to estimate the impact of the change on ourselves and then plan accordingly. This is as necessary in the classroom as it is in the larger scene of the nation or world.

Changes that affect you continually occur in your classroom or school. Feeling good about yourself and your work requires an ability to assess the impact of these changes.

Suggested Ways to Respond

- Diagram the impact of a change on you. Draw and label arrows in one direction for positive impacts. Draw and label arrows in the other direction for negative impacts. Assess the overall effect.
- Using the process above, diagram a *proposed* change for you or your department. Decide how to respond to the issue after you have assessed the overall impact.
- Have students suggest what you will be like as a teacher in ten years based on the trends they see in your teaching style.
- Ask students to complete the following and hand in unsigned: "If my present teaching style and general behavior continues in the same trend, students next year will say the following about me. . . . "

Your Ideas

Goal: Developing an ability to estimate the impact of present world conditions and emerging trends on other people and their reactions to these changes

Implications for Global Education

A championship tennis player is able to anticipate his opponent's next move. A racing car driver has to be able to predict what other drivers are going to do. Egypt and Israel develop Middle East policies. The process of trying to anticipate the other's reactions is the same as our students use every day.

Most of them are very skilled at estimating the impact of their actions on parents and teachers. They do this automatically. It's an integral part of living—of surviving.

On "Spaceship Earth" where people are competing for economic resources, food, energy, land, education, and jobs, knowing how the other fellow is going to react is a part of surviving. Knowledge of the impact of changes on others implies a knowledge of the culture and values—whether they are in the same community, the same country, or the same world.

Suggested Ways to Respond

- Set up role playing exercises where students play persons from different cultures and discuss the impact of changes on them. Determine by their reactions if they had played themselves.
- Choose a major issue or event as it is reported in the media and identify its impact on another group. Predict group members' reactions to the event and compare with the actual reaction.
- Select an event or issue in your community to estimate its impact on other groups. Invite members of that group to come to school and share their reactions to the event or issue.
- Discuss emerging trends in your content area and the reactions of various groups to the trends.
- How does one learn about new developments and emerging trends in your content area?

Your Ideas

Implications for School Improvement

In planning change strategies, it's tempting to think in terms of how the changes will affect only you. Attempts at change often fail because not enough consideration has been given to how the changes will affect others and how they will react to these effects.

To maximize learning for students requires that teachers really know their students. Knowledge about their needs, skills, values, and interests can be incorporated into planning effective learning programs. Similarly, that same knowledge can be used to anticipate how your students will react to a new teaching method or grouping pattern or other change that you might introduce.

As the salesman in *Music Man* said, "You've got to know the territory."

Suggested Ways to Respond

- Do you know enough about each student in your class to be able to predict how he/she would respond to a change in your class routine or in your teaching style? Make a list of the kinds of information you would need to do this and a list of ways to gather that information.
- Build in time in your department and other committee meetings for getting to know each other.
- On a school-wide or departmental issue, predict how your colleagues will respond. Then check your prediction.

Your Ideas

Goal: Identifying values one would like to see maximized in future world systems

Implications for Global Education

There is a vast amount of inequality in the world. Natural resources, climate, history, government, population, and other factors make nations very unequal. Do armed forces maintain the unequal condition?

Many definitions of the good life exist. One is possessing material wealth—such as automobiles, telephones, or expensive clothing. Another might emphasize health services, housing, or job satisfaction. There is diversity when it comes to describing the good life.

Most people feel that they still have not attained the good life. Therefore, it is legitimate, constructive, and necessary to think about the range of possible futures students might participate in. With a range of possible futures, students have new patterns of thought which can help them better organize information. With specific images of alternative futures for consideration and evaluation, they are more able to invent their own images of the future.

Students should be encouraged to generate positive images of their own roles in the future. There are many answers to problems, not just one. When students understand that they can help shape the future by pushing for specific values, they become action oriented. What we do now does make a difference.

Suggested Ways to Respond

- Interpret how your content can be useful to students in helping them shape their futures.
- Review media treatments of the future and contrast the number of positives versus negatives. What seems to cause the kinds of treatment identified?
- What are the ways the good life could be described? Are they the same for all Americans? For people from different cultures?
- In what ways are we unequal with many parts of the world? How might this affect the way others perceive us?
- In what ways are we equal with many parts of the world? How could we expand these areas of equality through individual, church, state, business, or national change efforts?

Your Ideas

Implications for School Improvement

"To educate all the children of all the people." History continues to add significance to this statement. Women are now receiving equal benefits in certain areas of education, and handicapped children are the focus of concern.

The good life in school means not feeling unequal because of the courses we elect to study. The task of providing a good life for all at school is extremely complex. There are many forces exerting pressure that could cause the school to offer the good life for some students and a less attractive life to others.

Schools have increasingly assumed responsibilities for correcting social ills and accomplishing national objectives. There are a number of futures possible for schools. One such future would be to let others shape the direction of our future while we accept whatever comes our way.

Another possible future would be to identify those things the schools do best and those things the community does best and then decide where educators should place their values. By identifying a positive future, individuals could help create the future.

Suggested Ways to Respond

- If you could control the future, in what direction should schools be moving?
- Create three possible futures for schools.
- What are the values you would like to see increasingly supported in your school?
- What new questions might you ask to focus thoughts of planning for the future?
- Study the school climate and illustrate how all students are or are not enjoying the good life.
- List ways you could reorder your classroom environment to increase your effectiveness with all students.
- Analyze the entire student population to see if any group of students does not have equal support in seeking the good life.

Your Ideas

Goal:

Implications for Global Education

Suggested Ways to Respond

Your Ideas

Implications for School Improvement

Suggested Ways to Respond

Your Ideas

Goal:

Implications for Global Education

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Goal:

Implications for Global Education

Suggested Ways to Respond

Your Ideas

Implications for School Improvement

Suggested Ways to Respond

Your Ideas

WE NEED TO FIND IN EACH SUBJECT AREA THINGS STUDENTS CAN FIND USEFUL FOR THE REST OF THEIR LIVES.

Samuel G. Sava
Vice President
Charles F. Kettering Foundation

A Parable

Once upon a time a group of students said,
"Teacher, it is impossible for you to
ever really understand us,
for our world is so different."
The teacher said, "once there were two
villages which occupied the same land
at different times:
a pueblo indian village and the Los
Alamos atomic research village.

The people who lived in one village
were sometimes hungry and thirsty,
strived for power, loved, hated,
wondered, questioned, got tired,
and felt other men did not understand
them.
And, of course, it is obvious
which village I describe."

Jon Rye Kinghorn